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/). 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 7 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 7.4.1.1 **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Citing Textual Evidence: Cite explicit textual evidence by quoting it accurately. Relevant Details: Identify key details in explicit text.	Citing Textual Evidence: Cite explicit textual evidence by quoting and/or paraphrasing it accurately. Relevant Details: Identify key details in explicit text.	Citing Textual Evidence: Cite implicit textual evidence by quoting and/or paraphrasing it accurately. Relevant Details: Identify key details in explicit and implicit text.	Citing Textual Evidence: Cite implicit textual evidence by quoting and/or paraphrasing it accurately. Relevant Details: Identify key details in implicit text.

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.4.1.1 (continued) **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Comparison: Compare and contrast details, people, and ideas based on explicit text. Fact/Opinion: Identify fact and opinion in explicit text. Cause/Effect: Recognize basic cause-and-effect relationships in explicit text. Predictions: Make predictions based on explicit text. Inferences: Make inferences based on explicit text.	Comparison: Compare and contrast details, people, and ideas based on explicit text. Fact/Opinion: Identify fact and opinion in explicit text. Cause/Effect: Recognize basic cause-and-effect relationships in explicit text. Symbolism: Identify symbolism in explicit and implicit text. Predictions: Make predictions based on explicit text.	Comparison: Compare and contrast details, people, and ideas based on implicit text. Fact/Opinion: Distinguish fact from opinion in a variety of implicit text types (e.g., poetry, drama, etc.). Cause/Effect: Identify cause-and-effect relationships in explicit and implicit text. Symbolism: Interpret implicit details to analyze symbolism.	Comparison: Compare and contrast details, people, and ideas in depth based on implicit text. Fact/Opinion: Distinguish fact from opinion in a variety of implicit text types (e.g., poetry, drama, etc.). Cause/Effect: Interpret complex cause-and-effect relationships in explicit and implicit text. Symbolism: Interpret implicit details to analyze complex symbolism.

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 7.4.1.1 (continued) **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Conclusions: Draw logical conclusions based on explicit text.	Generalizations: Make generalizations based on explicit text. Inferences: Make inferences based on explicit text. Conclusions: Draw logical conclusions based on explicit text. **Released Examples:** 470526, 470524, 470536, 470541	Predictions: Make predictions based on implicit text. Generalizations: Make generalizations based on implicit text. Inferences: Make inferences based on implicit text. Conclusions: Support conclusions with key details from explicit and implicit text. **Released Example:** 470547	Predictions: Make predictions based on implicit text. Generalizations: Make generalizations based on implicit text. Inferences: Apply evidence from explicit and implicit text to synthesize interpretations. Conclusions: Analyze key details from explicit and implicit text to support conclusions.

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Informational Text 7.5.1.1 **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Citing Textual Evidence: Cite explicit textual evidence by quoting it accurately. Relevant Details: Identify key details in explicit text. Comparison: Compare and contrast details, people, and ideas based on explicit text. Fact/Opinion: Identify fact and opinion in explicit text. Cause/Effect: Recognize cause and effect relationships in explicit text.	Citing Textual Evidence: Cite explicit textual evidence by quoting and/or paraphrasing it accurately. Relevant Details: Identify key details in explicit text Comparison: Compare and contrast details, people, and ideas based on explicit text. Fact/Opinion: Identify fact and opinion in explicit text. Cause/Effect: Recognize basic cause-and-effect relationships in explicit text.	Citing Textual Evidence: Cite implicit textual evidence by quoting and/or paraphrasing it accurately. Relevant Details: Identify key details in explicit and implicit text. Comparison: Compare and contrast details, people, and ideas based on implicit text. Fact/Opinion: Distinguish fact from opinion in a variety of implicit text types (e.g., literary nonfiction, historical texts, etc.).	Citing Textual Evidence: Cite implicit textual evidence by quoting and/or paraphrasing it accurately. Relevant Details: Identify key details in implicit text. Comparison: Compare and contrast details, people, and ideas in depth based on implicit text. Fact/Opinion: Distinguish fact from opinion in a variety of implicit text types (e.g., literary nonfiction, historical texts, etc.).

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 7.5.1.1 (continued) **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Predictions: Make predictions based on explicit text. Inferences: Make inferences based on explicit text. Conclusions: Draw conclusions based on explicit text.	Predictions: Make predictions based on explicit text. Generalizations: Make generalizations based on explicit text. Inferences: Make inferences based on explicit text. Conclusions: Draw logical conclusions based on explicit text.	Cause/Effect: Identify and analyze cause-and-effect relationships in explicit and implicit text. Symbolism: Interpret implicit details to analyze symbolism. Predictions: Make predictions based on implicit text. Generalizations: Make generalizations based on implicit text. Inferences: Make inferences based on implicit text.	Cause/Effect: Interpret complex cause-and-effect relationships in explicit and implicit text. Symbolism: Interpret implicit details to analyze complex symbolism. Predictions: Make predictions based on implicit text. Generalizations: Make generalizations based on implicit text. Inferences: Apply evidence from explicit and implicit text to synthesize interpretations.

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.5.1.1 (continued) **Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**			Conclusions: Support conclusions with key details from explicit and implicit text. **Released Example:** 472203	Conclusions: Analyze key details from explicit and implicit text to support conclusions. **Released Examples:** 176173, 472186

Standard 2

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

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.4.2.2 **Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**	Theme: Identify theme in explicit text. Central Idea: Identify central idea of entire explicit text. Main Idea: Identify main idea from a paragraph, section, stanza, etc., of explicit text. Subject: Recognize subject of explicit or implicit text. Topic: Recognize topic of explicit text.	Theme: Identify theme in explicit text. Central Idea: Identify central idea of entire explicit text. Main Idea: Identify main idea from a paragraph, section, stanza, etc., of explicit text. Subject: Recognize subject of explicit or implicit text. Topic: Identify topic of explicit text.	Theme: Identify theme in implicit text; identify similarities and differences between themes in explicit texts. Central Idea: Identify central ideas within or across entire implicit texts; identify similarities and differences between central ideas within or across entire explicit texts.	Theme: Analyze theme in a variety of implicit texts; identify similarities and differences between themes in implicit texts. Central Idea: Analyze central ideas within or across entire implicit texts; identify similarities and differences between central ideas within or across entire implicit texts.

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.4.2.2 (continued) **Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**	Summary: Identify key events in explicit text. Key Supporting Details: Identify key details that support central idea or theme in explicit text.	Summary: Summarize and/or paraphrase from a section of explicit text or an entire explicit text. Key Supporting Details: Identify key details that support central idea or theme in explicit text.	Main Idea: Identify main idea from a paragraph, section, stanza, etc., of implicit text. Subject: Identify subject of implicit text. Topic: Identify topic of implicit text. Summary: Summarize and/or paraphrase a section of implicit text or an entire implicit text.	Main Idea: Analyze main idea from a paragraph, section, stanza, etc., of implicit text. Subject: Identify subject of implicit text; distinguish between subject and topic. Topic: Identify topic of implicit text; distinguish between topic and subject. Summary: Summarize and/or paraphrase a section of implicit text or an entire implicit text.

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.4.2.2 (continued) **Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**			Key Supporting Details: Analyze key details to support central idea or theme in explicit or implicit text. **Released Example:** 470539	Key Supporting Details: Synthesize key details to arrive at meaning and support conclusions from explicit or implicit text or to support central idea or theme of implicit text. **Released Example:** 470533

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Informational Text 7.5.2.2 **Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**	Central Idea: Identify central idea or central message of entire explicit text. Main Idea: Identify main idea from a paragraph, section, etc., of explicit text. Subject: Recognize subject of explicit or implicit text. Topic: Recognize topic of explicit text.	Central Idea: Identify central idea or central message of entire explicit text. Main Idea: Identify main idea from a paragraph, section, etc., of explicit text. Subject: Recognize subject of explicit or implicit text. Topic: Identify topic of explicit or implicit text. Summary: Summarize and/or paraphrase from a section of explicit text or an entire explicit text.	Central Idea: Identify central ideas or central messages within or across entire implicit texts; identify similarities and differences between central ideas or central messages within or across entire explicit texts. Main Idea: Identify main idea from a paragraph, section, etc., of implicit text. Subject: Identify subject of implicit text.	Central Idea: Analyze central ideas or central messages within or across entire implicit texts; identify similarities and differences between central ideas or central messages within or across entire implicit texts. Main Idea: Analyze main idea from a paragraph, section, etc., of implicit text. Subject: Identify subject of implicit text; distinguish between subject and topic.

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.5.2.2 (continued) **Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**	Summary: Identify key events in explicit text. Key Supporting Details: Identify key details that support central idea in explicit text.	Key Supporting Details: Identify key details that support central idea in explicit text. **Released Example:** 472185	Topic: Identify topic of implicit text. Summary: Summarize and/or paraphrase a section of implicit text or an entire implicit text. Key Supporting Details: Analyze key details to support central idea in explicit or implicit text. **Released Example:** 176170	Topic: Identify topic of implicit text; distinguish between topic and subject. Summary: Summarize and/or paraphrase a section of implicit text or an entire implicit text. Key Supporting Details: Synthesize key details to arrive at meaning and support conclusions from explicit or implicit text or to support central idea in implicit text. **Released Example:** 176171

Standard 3

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

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Literature 7.4.3.3 **Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**	Sequence of Events: Identify basic sequence of key events in explicit text. Literary Elements: Identify setting in explicit text.	Sequence of Events: Sequence plot events in chronological order in explicit and implicit text. Literary Elements: Distinguish among literary elements (e.g., plot, flashback, foreshadowing, types of conflict, characterization, setting, theme) in explicit text.	Sequence of Events: Sequence intricate plot events in chronological order in implicit text. Literary Elements: Compare and contrast presentation of literary elements (e.g., plot, flashback, foreshadowing, types of conflict, characterization, setting, theme) in explicit or implicit text.	Sequence of Events: Synthesize sequence of intricate plot events in implicit text to arrive at meaning. Literary Elements: Interpret and evaluate interrelationships among literary elements (e.g., plot, flashback, foreshadowing, types of conflict, characterization, setting, theme) in implicit 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 7.4.3.3 (continued) **Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**	Characterization: Identify character traits (emotions, motivations, attitudes, intentions, conflicts) based on explicit text; predict a character's actions and thoughts based on explicit text; identify cause-and-effect relationships of interactions, events, and ideas and their impact on character development based on explicit text. Comparison: Compare and contrast characters based on explicit text.	Characterization: Identify character traits (emotions, motivations, attitudes, intentions, conflicts) based on explicit or implicit text; predict a character's actions and thoughts based on explicit or implicit text; identify cause-and-effect relationships of interactions, events, and ideas and their impact on character development based on explicit and implicit text.	Characterization: Analyze character traits (emotions, motivations, attitudes, intentions, conflicts) based on explicit and implicit text; differentiate among methods of characterization (behavior/actions, dialogue/speech, thoughts) in explicit or implicit text; analyze cause-and-effect relationships of interactions, events, and ideas and their impact on character development based on explicit and implicit text.	Characterization: Analyze character traits (emotions, motivations, attitudes, intentions, conflicts) based on implicit text; evaluate methods of characterization (behavior/actions, dialogue/speech, thoughts) and their impact on other literary elements in implicit text; evaluate cause-and-effect relationships of interactions, events, and ideas and their impact on character development based on implicit 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 7.4.3.3 (continued) **Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**		Comparison: Compare and contrast characters and ideas based on explicit or implicit text.	Comparison: Compare and contrast characters and ideas based on implicit text. **Released Examples:** 470534, 470535, 470540, 470543	Comparison: Compare and contrast characters and ideas in depth based on implicit text. **Released Example:** 470538

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.5.3.3 **Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**	Sequence: Identify basic sequence of real events in explicit text. Motivation: Predict an individual's actions based on explicit text. Interactions: Identify the interactions between individuals in explicit text. Comparison: Compare and contrast individuals based on explicit text.	Sequence: Sequence real events and steps in a process in chronological order in explicit text. Motivation: Predict an individual's actions based on explicit or implicit text. Interactions: identify the interactions between individuals, events, and ideas in explicit text. Comparison: Compare and contrast individuals and ideas based on explicit text.	Sequence: Sequence real events and steps in a process in chronological order in implicit text. Motivation: Predict an individual's actions based on implicit text. Interactions: Interpret the interactions between individuals, events, and ideas based on explicit or implicit text.	Sequence: Evaluate sequence of real events and steps in a process in implicit text to arrive at meaning. Motivation: Predict an individual's actions based on subtle implicit text; analyze an individual's actions based on implicit text. Interactions: Analyze the interactions between individuals, events, and ideas based on implicit 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 7.5.3.3 (continued) **Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**			Comparison: Compare and contrast individuals and ideas based on implicit text. **Released Example:** 472189	Comparison: Compare and contrast individuals and ideas in depth based on implicit text. **Released Example:** 472204

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.

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 7.4.4.4 **Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**	Vocabulary and Meaning: Recognize key context clues that help determine word meanings. Figurative Language: Recognize basic figures of speech (e.g., simile, metaphor, personification, etc.).	Vocabulary and Meaning: Identify context clues that help determine word meanings; identify word structures and multiple-meaning words that help construct meaning (affixes and roots); recognize transitional words.	Vocabulary and Meaning: Recognize that word relationships, context, and structure lead to intended or precise word meanings; analyze reasoning and evidence to justify interpretations of word meanings; identify transitional words and phrases; apply etymology and morphology and multiple meanings of a word or phrase to construct meaning.	Vocabulary and Meaning: Describe how word relationships, context, and structure lead to implied, intended, or precise word meanings; analyze use of transitional words, phrases, and devices; apply etymology and morphology and multiple meanings of a word or phrase to construct meaning.

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.4.4.4 (continued) **Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**	Interpreting Words/Phrases: Identify key words and phrases; identify tone and mood. **Released Example:** 470528	Figurative Language: Identify figures of speech (e.g., simile, metaphor, personification, hyperbole, irony, etc.) and their connotations. Literary Devices: Identify literary devices (e.g., imagery, symbolism, etc.), including poetic devices (e.g., rhyme, rhythm, alliteration, etc.). Interpreting Words/Phrases: Identify basic connotations; Identify how specific words, phrases, and figures of speech affect tone and mood.	Figurative Language: Analyze figures of speech (e.g., simile, metaphor, personification, hyperbole, irony, etc.) and their connotations. Literary Devices: Define the meaning of literary devices (e.g., imagery, symbolism, paradox, etc.), including poetic devices (e.g., rhyme, rhythm, alliteration, etc.).	Figurative Language: Compare and contrast figures of speech (e.g., simile, metaphor, personification, hyperbole, irony, etc.) and their application and efficacy. Literary Devices: Evaluate literary devices (e.g., imagery, symbolism, paradox, etc.), including poetic devices (e.g., rhyme, rhythm, alliteration, etc.).

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.4.4.4 (continued) **Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**			Interpreting Words/Phrases: Identify the connotative meanings of words and phrases; analyze how specific words, phrases, and figures of speech affect tone and mood. **Released Examples:** 470527, 470545	Interpreting Words/Phrases: Distinguish nuanced connotations; analyze how connotations affect meaning; analyze in depth how specific words, phrases, and figures of speech affect tone and mood. **Released Example:** 470532

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.5.4.4 **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**	Vocabulary and Meaning: Recognize key context clues that help determine word meanings; define basic technical terminology in content area texts. Figurative Language: Recognize basic figures of speech (e.g., simile, metaphor, personification, etc.). Interpreting Words/Phrases: Identify key words and phrases; identify tone and mood. **Released Examples:** 176175, 472190	Vocabulary and Meaning: Identify context clues that help determine word meanings; identify word structures and multiple-meaning words that help construct meaning (affixes and roots); recognize transitional words; define technical terminology and distinguish from nontechnical terminology across content area texts. Figurative Language: Identify figures of speech (e.g., simile, metaphor, personification, hyperbole, irony, etc.) and their connotations.	Vocabulary and Meaning: Recognize that word relationships, context, and structure lead to intended or precise word meanings; analyze reasoning and evidence to justify interpretations of word meanings; identify transitional words and phrases; categorize technical terminology across content area texts; apply etymology and morphology and multiple meanings of a word or phrase to construct meaning.	Vocabulary and Meaning: Describe how word relationships, context, and structure lead to implied, intended, or precise word meanings; analyze use of transitional words, phrases, and devices; analyze technical terminology across content area texts; apply etymology and morphology and multiple meanings of a word or phrase to construct meaning.

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 7.5.4.4 (continued) **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**		Literary Devices: Identify literary devices (e.g., imagery, symbolism, etc.). Interpreting Words/Phrases: Identify basic connotations; identify how specific words, phrases, and figures of speech affect tone and mood.	Figurative Language: Analyze figures of speech (e.g., simile, metaphor, personification, hyperbole, irony, etc.) and their connotations. Literary Devices: Define the meaning of literary devices (e.g., imagery, symbolism, paradox, etc.).	Figurative Language: Compare and contrast figures of speech (e.g., simile, metaphor, personification, hyperbole, irony, etc.) and their application and efficacy. Literary Devices: Evaluate literary devices (e.g., imagery, symbolism, paradox, etc.).

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 7.5.4.4 (continued) **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**			Interpreting Words/Phrases: Identify the connotative meanings of words and phrases; analyze how specific words, phrases, and figures of speech affect tone and mood. **Released Examples:** 176174, 472205	Interpreting Words/Phrases: Distinguish nuanced connotations; analyze how connotations affect meaning; analyze in depth how specific words, phrases, and figures of speech affect tone and mood.

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.

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 7.4.5.5 **Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**	Structure of Text: Recognize the features (including poetic devices and features of drama), format, and function of basic structures (e.g., chronology) and their impact on meaning in explicit text. Compare Parts to the Whole in Text: Recognize how parts of an explicit text (e.g., a section, chapter, paragraph, scene, lines, stanza, etc.) relate to each other and/or the whole.	Structure of Text: Identify the features (including poetic devices and features of drama), format, and function of basic structures (e.g., chronology) and their impact on meaning in explicit text. Compare Parts to the Whole in Text: Recognize how parts of an explicit text (e.g., a section, chapter, paragraph, scene, lines, stanza, etc.) relate to each other and/or the whole.	Structure of Text: Analyze the features (including poetic devices and features of drama), format, and function of complex structures (e.g., cause and effect, etc.) and their impact on meaning in implicit text. Compare Parts to the Whole in Text: Analyze how parts of an explicit text (e.g., a section, chapter, paragraph, scene, lines, stanza, etc.) relate to each other and/or the whole; recognize how parts of an implicit text relate to each other and/or the whole.	Structure of Text: Evaluate the features (including poetic devices and features of drama), format, and function of complex structures (e.g., comparison and contrast, etc.) and their impact on meaning in implicit text. Compare Parts to the Whole in Text: Evaluate how parts of an implicit text (e.g., a section, chapter, scene, paragraph, lines, stanza, etc.) relate to each other and/or the whole.

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.5.5.5 **Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.**	Structure of Text: Recognize the features, format, and function of basic organizational structures (e.g., steps in a process; problem/solution; cause/effect; compare/contrast; chronological order; classification, etc.) and their impact on meaning in explicit text. Compare Parts to the Whole in text: Recognize how parts of an explicit text (e.g., a section, chapter, paragraph, scene, etc.) relate to each other and/or the whole.	Structure of Text: Identify the features, format, and function of basic organizational structures (e.g., steps in a process; problem/solution; cause/effect; compare/contrast; chronological order; classification, etc.) and their impact on meaning in explicit text. Compare Parts to the Whole in Text: Recognize how parts of an explicit text (e.g., a section, chapter, paragraph, scene, etc.) relate to each other and/or the whole. **Released Example:** 472195	Structure of Text: Analyze the features, format, and function of complex organizational structures (e.g., steps in a process; problem/solution; cause/effect; compare/contrast; chronological order; classification, etc.) and their impact on meaning in implicit text. Compare Parts to the Whole in Text: Analyze how parts of an explicit text (e.g., a section, chapter, paragraph, scene, etc.) relate to each other and/or the whole; recognize how parts of an implicit text relate to each other and/or the whole. **Released Examples:** 176176, 472192, 472193	Structure of Text: Evaluate the features, format, and function of complex organizational structures (e.g., steps ins a process; problem/solution; cause/effect; compare/contrast; chronological order; classification, etc.) and their impact on meaning in implicit text. Compare Parts to the Whole in Text: Evaluate how parts of an implicit text (e.g., a section, chapter, paragraph, scene, etc.) relate to each other and/or the whole.

Standard 6

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

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.4.6.6 **Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.**	Author's Purpose: State author's purpose within and across explicit texts. Author's Perspective: Recognize author's perspective (personal point of view, viewpoint) in explicit text.	Author's Purpose: State author's purpose within and across explicit texts. Author's Perspective: Identify author's perspective (personal point of view, viewpoint) and tone (attitude toward author's subject or audience) in explicit text.	Author's Purpose: Interpret author's primary purpose within and across explicit and implicit texts. Author's Perspective/Message: Analyze how author's message is shaped by perspective and by tone in explicit and implicit text.	Author's Purpose: Evaluate author's primary purpose within and across implicit texts. Author's Perspective/Message: Evaluate how author's message is shaped by perspective and by tone in implicit text. Author's Style: Analyze mood and style and their interaction and impact on tone, meaning, and message in implicit 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 7.4.6.6 (continued) **Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.**	Author's Style: Recognize how author's style (approach to meaning, e.g., word choice, sentence structure, etc.) adds meaning in explicit text; recognize first- or third-person point of view/narration in explicit text.	Author's Style: Identify author's style (techniques and approach to meaning, e.g., word choice, sentence structure, use of literary devices, voice, etc.) in explicit text; identify tone as derived from author's style in explicit text; identify creation of mood (emotional atmosphere of text) as derived from author's style in explicit text; identify author's use of literary point of view (method of narration) in explicit text.	Author's Style: Recognize how author's choices impact style (e.g., impact on tone, imagery, etc.), content, and message in explicit and implicit text; identify interaction between creation of mood and style in explicit and implicit text; analyze author's use of literary point of view (method of narration). **Released Examples:** 470537, 470542	

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Informational Text **7.5.6.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**	Author's Purpose: State author's purpose within and across explicit texts. Author's Perspective: Recognize author's perspective (personal point of view, viewpoint) in explicit text. Author's Style: Recognize how author's style (approach to meaning, e.g., word choice, sentence structure, etc.) adds meaning in explicit text.	Author's Purpose: State author's purpose within and across explicit texts. Author's Perspective: Identify author's perspective (personal point of view, viewpoint) and tone (attitude toward author's subject or audience) in explicit text.	Author's Purpose: Interpret author's primary purpose within and across explicit and implicit texts. Author's Perspective/Message: Analyze how author's message is shaped by perspective and by tone in explicit and implicit text.	Author's Purpose: Evaluate author's primary purpose within and across implicit texts. Author's Perspective/Message: Evaluate how author's message is shaped by perspective and by tone in implicit text. Author's Style: Analyze mood and style and their interaction and impact on tone, meaning, and message in implicit text. **Released Example:** 176177

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 (continued) **7.5.6.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**		Author's Style: Identify author's style (techniques and approach to meaning, e.g., word choice, sentence structure, use of literary devices, voice, etc.) in explicit text; identify tone as derived from author's style in explicit text; identify creation of mood (emotional atmosphere of text) as derived from author's style in explicit text. **Released Example:** 176179	Author's Style: Recognize how author's choices impact style (e.g., impact on tone, imagery, etc.), content, and message in explicit and implicit text; identify interaction between creation of mood and style in implicit and explicit text. **Released Examples:** 176178, 472197, 472198	

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.

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Literature 7.5.8.8 **Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**	Claims: Recognize claims in explicit text. Methods of Argumentation and Persuasion: Recognize methods of argumentation (e.g., presenting scenarios, cause and effect, analogy, examples, fact and opinion, etc.) in explicit text.	Claims: Identify claims in explicit text. Methods of Argumentation and Persuasion: Identify methods of argumentation (e.g., presenting scenarios, cause and effect, analogy, examples, fact and opinion, etc.) in explicit text.	Claims: Analyze claims in explicit and implicit text. Methods of Argumentation and Persuasion: Analyze methods of argumentation (e.g., presenting scenarios, cause and effect, analogy, examples, fact and opinion, anecdotes, etc.) based on explicit and implicit text.	Claims: Evaluate claims in explicit and implicit text. Methods of Argumentation and Persuasion: Evaluate methods of argumentation (e.g., presenting scenarios, cause and effect, analogy, examples, fact and opinion, anecdotes, deductive and inductive reasoning, etc.) based on explicit and implicit text.

Benchmark	Does Not Meet the Standards	Partially Meets the Standards	Meets the Standards	Exceeds the Standards
	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	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 7.5.8.8 **(continued)** **Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**	Validity of Reasoning: Recognize reasoning used in explicit text; identify basic fallacies of logic (e.g., either/or, stereotyping, emotional appeal, etc.) in explicit text. Relevance and Sufficiency of Evidence/Author's Credibility: Identify basic evidence (e.g., data, authoritative sources, etc.) in explicit text.	Validity of Reasoning: Identify reasoning used in explicit text; identify basic fallacies of logic (e.g., either/or, stereotyping, emotional appeal, etc.) in explicit text. Relevance and Sufficiency of Evidence/Author's Credibility/Author's Bias: Identify author's credibility based on evidence in explicit text; recognize how credible evidence is presented in explicit text (e.g., data, authoritative sources, current research, etc.); identify bias of authors and others in explicit text.	Validity of Reasoning: Analyze validity of reasoning based on explicit and implicit text; analyze fallacies of logic (e.g., hasty generalization, false dilemma, either/or, stereotyping, emotional appeal, etc.) in explicit and implicit text.	Validity of Reasoning: Evaluate validity of reasoning based on explicit and implicit text; evaluate fallacies of logic (e.g., hasty generalization, false dilemma, either/or, stereotyping, emotional appeal, ad hominem, false analogy, etc.) based on explicit and implicit 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 7.5.8.8 (continued) **Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**			Relevance and Sufficiency of Evidence/Author's Credibility/Author's Bias: Analyze author's credibility based on evidence and sources used in explicit and implicit text; analyze how credible information is presented within and across explicit and implicit texts (e.g., current research, data and statistics, authoritative sources, expert testimony, etc.); analyze bias of authors and others in explicit and implicit text. **Released Examples:** 472183, 472199, 472200, 472202	Relevance and Sufficiency of Evidence/Author's Credibility/Author's Bias: Evaluate author's credibility based on evidence and sources used in explicit and implicit text; evaluate how credible information is presented within and across explicit and implicit texts (e.g., current research, data and statistics, authoritative sources, expert testimony, etc.); evaluate bias of authors and others in explicit and implicit text. **Released Example:** 176179