Grade 10 FCAT 2.0 Reading

Achievement Level Descriptions

Grade 10 FCAT 2.0 Reading Reporting Category—Vocabulary
Students performing at the mastery level of this reporting category will be able to use multiple strategies to determine the meaning of grade-appropriate vocabulary words.

Achievement Level	Achievement Level Descriptions
Level 5	Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to • use context clues to determine the meaning of an unfamiliar word; • analyze word structure (*prefixes, suffixes*, and *root words*) to determine meaning; • analyze words and phrases derived from other languages to determine meaning; • analyze advanced words and phrases and word relationships to determine meaning; and • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.
Level 4	Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to • use context clues to determine the meaning of an unfamiliar word; • analyze word structure (*prefixes*, *suffixes*, and *root words*) to determine meaning; • analyze words and phrases derived from other languages to determine meaning; • analyze advanced words and phrases and word relationships to determine meaning; and • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.
Level 3	Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to • use context clues to determine the meaning of an unfamiliar word; • analyze word structure (*prefixes*, *suffixes*, and *root words*) to determine meaning; • analyze words and phrases derived from other languages to determine meaning; • analyze words, phrases, and word relationships to determine meaning; and • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.

Level 2	Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to • use context clues to determine the meaning of an unfamiliar word; • analyze word structure (*prefixes*, *suffixes*, and *root words*) to determine meaning; • analyze words and phrases derived from other languages to determine meaning; • analyze words, phrases, and word relationships to determine meaning; and • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.

Grade 10 FCAT 2.0 Reading Reporting Category—Reading Application	
Students performing at the mastery level of this reporting category will be able to use a variety of strategies to comprehend text suitable for the grade level.	
Achievement Level	**Achievement Level Descriptions**
Level 5	Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to • identify and analyze the author's purpose, perspective, and bias and understand how they affect meaning; • analyze and interpret a stated or implied main idea; • evaluate and synthesize a summary statement; • evaluate and synthesize relevant details; • draw logical conclusions and make appropriate inferences; • analyze and evaluate details to make a plausible prediction; • analyze and discern implied cause-and-effect relationships; • evaluate text structures/organizational patterns (e.g., *comparison/contrast*, *cause/effect*, *chronological order*, *argument/support*, *definition/explanation*, *question/answer*, *listing/description*) and determine their impact on meaning; and • analyze and evaluate similarities and differences between text elements.

Level 4	Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to • identify and analyze the author's purpose, perspective, and bias; • analyze a stated or implied main idea; • analyze a summary statement; • analyze and evaluate relevant details; • draw logical conclusions and make appropriate inferences; • analyze details to make a plausible prediction; • analyze implied cause-and-effect relationships; • analyze text structures/organizational patterns (e.g., *comparison/contrast*, *cause/effect*, *chronological order*, *argument/support*, *definition/explanation*, *question/answer*, *listing/description*) and determine their impact on meaning; and • analyze similarities and differences between text elements.
Level 3	Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to • identify the author's purpose, perspective, and bias; • determine a stated or implied main idea; • identify a summary statement; • identify relevant details; • draw logical conclusions and make appropriate inferences; • use details to make a plausible prediction; • identify cause-and-effect relationships; • identify text structures/organizational patterns (e.g., *comparison/contrast*, *cause/effect*, *chronological order*, *argument/support*, *definition/explanation*, *question/answer*, *listing/description*) and determine their impact on meaning; and • identify similarities and differences between text elements.

Level 2	Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to • identify the author's purpose, perspective, and bias; • determine a stated or implied main idea; • identify a summary statement; • identify relevant details; • draw logical conclusions and make appropriate inferences; • use details to make a plausible prediction; • identify cause-and-effect relationships; • identify text structures/organizational patterns (e.g., *comparison/contrast*, *cause/effect*, *chronological order*, *argument/support*, *definition/explanation*, *question/answer*, *listing/description*); and • identify similarities and differences between text elements.
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.

Grade 10 FCAT 2.0 Reading Reporting Category—Literary Analysis: Fiction and Nonfiction	
Students performing at the mastery level of this reporting category will be able to identify, analyze, and apply knowledge of the elements of a variety of literary texts, both fiction and nonfiction.	
Achievement Level	**Achievement Level Descriptions**
Level 5	Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to • identify, analyze, and interpret how literary elements (e.g., *theme*, *character development*, *character point of view*, *setting*, *plot development*, *conflict*, *resolution*) contribute to and affect meaning; and • identify, analyze, interpret, and evaluate the author's use of descriptive language (e.g., *tone*, *irony*, *mood*, *imagery*, *alliteration*, *onomatopoeia*, *allusion*) and figurative language (e.g., *symbolism*, *metaphor*, *personification*, *hyperbole*, *pun*) and determine how the author's word choice impacts meaning.
Level 4	Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to • identify, analyze, and interpret how literary elements (e.g., *theme*, *character development*, *character point of view*, *setting*, *plot development*, *conflict*, *resolution*) contribute to and affect meaning; and • identify, analyze, interpret, and evaluate the author's use of descriptive language (e.g., *tone*, *irony*, *mood*, *imagery*, *alliteration*, *onomatopoeia*, *allusion*) and figurative language (e.g., *symbolism*, *metaphor*, *personification*, *hyperbole*, *pun*) and determine how the author's word choice impacts meaning.
Level 3	Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to • identify and analyze how literary elements (e.g., *theme*, *character development*, *character point of view*, *setting*, *plot development*, *conflict*, *resolution*) contribute to and affect meaning; and • identify and analyze the author's use of descriptive language (e.g., *tone*, *irony*, *mood*, *imagery*, *alliteration*, *onomatopoeia*, *allusion*) and figurative language (e.g., *symbolism*, *metaphor*, *personification*, *hyperbole*, *pun*) and determine how the author's word choice impacts meaning.

Level 2	Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to • identify and analyze how literary elements (e.g., *theme*, *character development*, *character point of view*, *setting*, *plot development*, *conflict*, and *resolution*) contribute to and affect meaning; and • identify and analyze the author's use of descriptive language (e.g., *tone*, *irony*, *mood*, *imagery*, *alliteration*, *onomatopoeia*, *allusion*) and figurative language (e.g., *symbolism*, *metaphor*, *personification*, *hyperbole*, *pun*) and determine how the author's word choice impacts meaning.
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.

Grade 10 FCAT 2.0 Reading Reporting Category—Informational Text and Research Process	
Students performing at the mastery level of this reporting category will be able to comprehend and interpret informational text from a variety of sources.	
Achievement Level	**Achievement Level Descriptions**
Level 5	Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to • analyze, evaluate, and synthesize information from a variety of text features (e.g., *headings*, *subheadings*, *sections*, *titles*, *subtitles*, *charts*, *tables*, *maps*, *diagrams*, *captions*, *illustrations*, *graphs*, *italicized text*, *text boxes*) to determine meaning (assesses LA.910.2.2.1 and LA.910.6.1.1); • synthesize information by identifying relationships among ideas; • analyze and evaluate information by utilizing evidence from the text; and • evaluate the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).
Level 4	Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to • analyze and evaluate information from a variety of text features (e.g., *headings*, *subheadings*, *sections*, *titles*, *subtitles*, *charts*, *tables*, *maps*, *diagrams*, *captions*, *illustrations*, *graphs*, *italicized text*, *text boxes*) to determine meaning (assesses LA.910.2.2.1 and LA.910.6.1.1); • synthesize information by identifying relationships among ideas; • analyze and evaluate information by utilizing evidence from the text; and • evaluate the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).

	Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to
Level 3	• locate and analyze information from a variety of text features (e.g., *headings*, *subheadings*, *sections*, *titles*, *subtitles*, *charts*, *tables*, *maps*, *diagrams*, *captions*, *illustrations*, *graphs*, *italicized text*, *text boxes*) to determine meaning (assesses LA.910.2.2.1 and LA.910.6.1.1); • synthesize information by identifying relationships among ideas; • analyze and evaluate information by utilizing evidence from the text; and • determine the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).
Level 2	Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to • locate and use information from a variety of text features (e.g., *headings*, *subheadings*, *sections*, *titles*, *subtitles*, *charts*, *tables*, *maps*, *diagrams*, *captions*, *illustrations*, *graphs*, *italicized text*, *text boxes*) to determine meaning (assesses LA.910.2.2.1 and LA.910.6.1.1); • synthesize information by identifying relationships among ideas; • analyze and evaluate information by utilizing evidence from the text; and • determine the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.