Grade 4 FCAT 2.0 Reading

Achievement Level Descriptions

Grade 4 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; • determine the meanings of complex words by using the meaning of familiar base words and affixes; • use knowledge of antonyms or synonyms to infer the meanings of words by using simple analysis; • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word; and • analyze the word or phrase to determine small or subtle differences in meanings between related words.
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; • determine the meanings of complex words by using the meaning of familiar base words and affixes; • use knowledge of antonyms or synonyms to infer the meanings of words by using simple analysis; • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word; and • analyze the word or phrase to determine small or subtle differences in meanings between related words.

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; • determine the meanings of complex words by using the meaning of familiar base words and affixes; • use knowledge of antonyms or synonyms to determine meanings of words; • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word; and • analyze the word or phrase to determine small or subtle differences in meanings between related words.
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; • determine the meanings of complex words by using the meaning of familiar base words and affixes; • use knowledge of antonyms or synonyms to determine meanings of words; • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word; and • analyze the word or phrase to determine small or subtle differences in meanings between related words.
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 4 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 or perspective and how it affects meaning; • analyze a stated or implied main idea; • evaluate and synthesize relevant details; • draw conclusions, make inferences, and determine chronological order; • interpret cause-and-effect relationships through facts and details within the text; • analyze text structures/organizational patterns (e.g., *comparison/contrast*, *cause/effect*, *sequence of events*, *definition/explanation*, *listing/description*) and determine their impact on meaning; • synthesize information to interpret a theme or topic; 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 or perspective; • determine a stated or implied main idea; • identify and evaluate relevant details; • draw conclusions, make inferences, and determine chronological order; • analyze implied cause-and-effect relationships; • determine text structures/organizational patterns (e.g., *comparison/contrast*, *cause/effect*, *sequence of events*, *definition/explanation*, *listing/description*, *question/answer*) and determine their impact on meaning; • determine an implied theme or specific topic; 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 or perspective; • determine a stated or strongly implied main idea; • identify relevant details; • draw logical conclusions, make inferences, and determine chronological order; • identify cause-and-effect relationships; • recognize text structures/organizational patterns (e.g., *comparison/contrast*, *cause/effect*, *sequence of events*, *definition/explanation*, *listing/description*, *question/answer*) and determine their impact on meaning; • identify a clear and recognizable theme or topic; 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 or perspective; • determine a stated main idea; • identify relevant details; • draw logical conclusions, make inferences, and determine chronological order; • identify cause-and-effect relationships; • identify text structures/organizational patterns (e.g., *comparison/contrast*, *cause/effect*, *sequence of events*, *definition/explanation*, *listing/description*, *question/answer*) and determine their impact on meaning; • identify a clear and recognizable theme or topic; and • identify clear 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 4 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, interpret, and evaluate character development, character point of view, setting, plot development, and problem/resolution and how they contribute to and affect meaning; and • identify, interpret, and analyze the author's use of descriptive (e.g., *mood*, *imagery*) or figurative (e.g., *simile*, *metaphor*, *personification*) language and how it impacts meaning.
Level 4	Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to • identify and interpret character development, character point of view, setting, plot development, and problem/resolution and how they contribute to and affect meaning; and • identify and interpret the author's use of descriptive (e.g., *mood*, *imagery*) or figurative (e.g., *simile*, *metaphor*, *personification*) language and how it impacts meaning.
Level 3	Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to • identify and interpret character development, character point of view, setting, plot development, and problem/resolution and how they contribute to and affect meaning; and • identify and interpret the author's use of descriptive (e.g., *mood*, *imagery*) or figurative (e.g., *simile*, *metaphor*, *personification*) language and how it impacts meaning.

Level 2	<u>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to</u> • identify character development, character point of view, setting, plot development, and problem/resolution; and • identify the author's use of descriptive (e.g., *mood*, *imagery*) or figurative (e.g., *simile*, *metaphor*, *personification*) language.
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 4 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 • identify, analyze, and evaluate information from a variety of text features (e.g., *titles*, *subtitles*, *headings*, *subheadings*, *italicized text*, *sections*, *tables*, *charts*, *graphs*, *diagrams*, *illustrations*, *captions*, *maps*, *text boxes*) to determine meaning (assesses LA.4.2.2.1 and LA.4.6.1.1); and • locate, interpret, organize, and synthesize information for a variety of purposes.
Level 4	Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to • identify and analyze information from a variety of text features (e.g., *titles*, *subtitles*, *headings*, *subheadings*, *italicized text*, *sections*, *tables*, *charts*, *graphs*, *diagrams*, *illustrations*, *captions*, *maps*, *text boxes*) to determine meaning (assesses LA.4.2.2.1 and LA.4.6.1.1); and • locate, interpret, organize, and synthesize information for a variety of purposes.
Level 3	Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to • identify and analyze information from a variety of text features (e.g., *titles*, *subtitles*, *headings*, *subheadings*, *italicized text*, *sections*, *tables*, *charts*, *graphs*, *diagrams*, *illustrations*, *captions*, *maps*, *text boxes*) to determine meaning (assesses LA.4.2.2.1 and LA.4.6.1.1); and • locate, interpret, and organize information for a variety of purposes.

Level 2	<u>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to</u> • identify the purpose of and information from a variety of text features (e.g., *titles*, *subtitles*, *headings*, *subheadings*, *italicized text*, *sections*, *tables*, *charts*, *graphs*, *diagrams*, *illustrations*, *captions*, *maps*, *text boxes*) (assesses LA.4.2.2.1 and LA.4.6.1.1); and • locate, interpret, and organize information for a variety of purposes.
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.