

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Reading Grade 3

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS reading curriculum	Satisfactory performance; at or above state passing standard; a sufficient understanding of the TEKS reading curriculum	High academic achievement; considerably above state passing standard; a thorough understanding of the TEKS reading curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have reading vocabulary that is below grade level 2. Have difficulty applying word-identification strategies and may simply skip unfamiliar words 3. Have difficulty comprehending a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize literal ideas in a text but lack the skill to recognize implied ideas in order to make inferences 5. Struggle to utilize reading strategies in other content areas and in real-world situations 6. Struggle with fluency, have difficulty remaining focused on the text, and/or are unaware of reading errors 7. Have an insufficient understanding of main idea and supporting information 8. Seldom recognize how story elements, such as plot, setting, characterization, and problems impact text 9. Lack the skills necessary to identify how an author's purpose influences text 10. Have difficulty recognizing elements of fiction and nonfiction 11. Have limited reading experience 	<ol style="list-style-type: none"> 1. Use an on-grade-level reading vocabulary to construct meaning from text 2. Begin to apply a variety of word-identification strategies to understand unfamiliar words 3. Sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize important ideas and make connections between and among those ideas to infer meaning 5. Regularly draw on reading strategies in other content areas and in real-world situations 6. Exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose 7. Distinguish main idea and supporting information 8. Generally recognize how story elements, such as plot, setting, characterization, and problems impact text 9. Have a sufficient understanding of how an author's purpose influences text 10. Are beginning to recognize elements of fiction and nonfiction 	<ol style="list-style-type: none"> 1. Use an on-grade-level or above-grade-level reading vocabulary to construct meaning from text 2. Consistently apply a variety of word-identification strategies to understand unfamiliar words 3. Easily comprehend a variety of texts such as print, instructions, graphics, maps, etc. 4. Consistently recognize important ideas and make connections between and among those ideas to infer meaning 5. Apply reading strategies in other content areas and in real-world situations 6. Exhibit a high level of fluency, remain focused on the text, and read for a purpose 7. Readily distinguish main idea and supporting information 8. Demonstrate a thorough understanding of how story elements, such as plot, setting, characterization, and problems impact text 9. Have a thorough understanding of how an author's purpose influences text 10. Recognize elements of fiction and nonfiction

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Reading Grade 4

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS reading curriculum	Satisfactory performance; at or above state passing standard; a sufficient understanding of the TEKS reading curriculum	High academic achievement; considerably above state passing standard; a thorough understanding of the TEKS reading curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have reading vocabulary that is below grade level 2. Have difficulty applying word-identification strategies and may simply skip unfamiliar words 3. Have difficulty comprehending a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize literal ideas in a text but lack the skill to recognize implied ideas in order to make inferences 5. Struggle to utilize reading strategies in other content areas and in real-world situations 6. Struggle with fluency, have difficulty remaining focused on the text, and/or are unaware of reading errors 7. Have an insufficient understanding of main idea and supporting information 8. Seldom recognize how story elements, such as plot, setting, characterization, and problem resolution impact text 9. Lack the skills necessary to identify how an author's perspective (judgments, biases, attitude) and purpose influence text 10. Have difficulty recognizing an author's use of literary techniques and more complex organizational structures 11. Have limited reading experience 	<ol style="list-style-type: none"> 1. Use an on-grade-level reading vocabulary to construct meaning from text 2. Frequently apply a variety of word-identification strategies to understand unfamiliar words 3. Sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize important ideas and make connections between and among those ideas to infer meaning 5. Regularly draw on reading strategies in other content areas and in real-world situations 6. Exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose 7. Distinguish main idea and supporting information 8. Generally recognize how story elements, such as plot, setting, characterization, and problem resolution impact text 9. Have a sufficient understanding of how an author's perspective (judgments, biases, attitude) and purpose influence text 10. Recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning 	<ol style="list-style-type: none"> 1. Use an on-grade-level or above-grade-level reading vocabulary to construct meaning from text 2. Consistently apply a variety of word-identification strategies to understand unfamiliar words 3. Easily comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Consistently recognize important ideas and make connections between and among those ideas to infer meaning 5. Apply reading strategies in other content areas and in real-world situations 6. Exhibit a high level of fluency, remain focused on the text, and read for a purpose 7. Readily distinguish main idea and supporting information 8. Demonstrate a thorough understanding of how story elements, such as plot, setting, characterization, and problem resolution impact text 9. Evaluate how an author's perspective (judgments, biases, attitude) and purpose influence text 10. Use critical-thinking skills to understand how an author's use of literary techniques and organizational structures conveys ideas/meaning

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Reading Grade 5

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS reading curriculum	Satisfactory performance; at or above state passing standard; a sufficient understanding of the TEKS reading curriculum	High academic achievement; considerably above state passing standard; a thorough understanding of the TEKS reading curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have reading vocabulary that is below grade level 2. Have difficulty applying word-identification strategies and may simply skip unfamiliar words 3. Have difficulty comprehending a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize literal ideas in a text but lack the skill to recognize implied ideas in order to make inferences 5. Struggle to utilize reading strategies in other content areas and in real-world situations 6. Struggle with fluency, have difficulty remaining focused on the text, and/or are unaware of reading errors 7. Have an insufficient understanding of main idea and supporting information 8. Seldom recognize how story elements, such as plot, setting, characterization, and problem resolution impact text 9. Lack the skills necessary to understand how an author's perspective (judgments, biases, attitude) and purpose influence text 10. Have difficulty recognizing an author's use of literary techniques and more complex organizational structures 11. Have limited reading experience 	<ol style="list-style-type: none"> 1. Use an on-grade-level reading vocabulary to construct meaning from text 2. Frequently apply a variety of word-identification strategies to understand unfamiliar words 3. Sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize important ideas and make connections between and among those ideas to infer meaning 5. Regularly draw on reading strategies in other content areas and in real-world situations 6. Exhibit on-grade-level fluency, generally remain focused on the text and read for a purpose 7. Distinguish main idea and supporting information 8. Generally recognize how story elements, such as plot, setting, characterization, and problem resolution impact text 9. Have a sufficient understanding of how an author's perspective (judgments, biases, attitude) and purpose influence text 10. Recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning 	<ol style="list-style-type: none"> 1. Use an on-grade-level or above-grade-level reading vocabulary to construct meaning from text 2. Consistently apply a variety of word-identification strategies to understand unfamiliar words 3. Easily comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Consistently recognize important ideas and make connections between and among those ideas to infer meaning 5. Apply reading strategies in other content areas and in real-world situations 6. Exhibit a high level of fluency, remain focused on the text, and read for a purpose 7. Readily distinguish main idea and supporting information 8. Demonstrate a thorough understanding of how story elements, such as plot, setting, characterization, and problem resolution impact text 9. Evaluate how an author's perspective (judgments, biases, attitude) and purpose influence text 10. Use critical-thinking skills to understand how an author's use of literary techniques and organizational structures conveys ideas/meaning

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Reading Grade 6

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS reading curriculum	Satisfactory performance; at or above state passing standard; a sufficient understanding of the TEKS reading curriculum	High academic achievement; considerably above state passing standard; a thorough understanding of the TEKS reading curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have reading vocabulary that is below grade level 2. Have difficulty applying word-identification strategies and may simply skip unfamiliar words 3. Have difficulty comprehending a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize literal ideas in a text but lack the skill to recognize implied ideas in order to make inferences 5. Struggle to utilize reading strategies in other content areas and in real-world situations 6. Struggle with fluency, have difficulty remaining focused on the text, and/or are unaware of reading errors 7. Have an insufficient understanding of main idea and supporting information 8. Seldom recognize how story elements, such as plot, setting, characterization, mood, and problem resolution impact text 9. Lack the skills necessary to understand how an author's perspective (judgments, biases, attitude, tone) and purpose influence text 10. Have difficulty recognizing an author's use of literary techniques and more complex organizational structures 	<ol style="list-style-type: none"> 1. Use an on-grade-level reading vocabulary to construct meaning from text 2. Frequently apply a variety of word-identification strategies to understand unfamiliar words 3. Sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize important ideas and make connections between and among those ideas to infer meaning 5. Regularly draw on reading strategies in other content areas and in real-world situations 6. Exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose 7. Distinguish main idea and supporting information 8. Generally recognize how story elements, such as plot, setting, characterization, mood, and problem resolution impact text 9. Have a sufficient understanding of how an author's perspective (judgments, biases, attitude, tone) and purpose influence text 10. Recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning 	<ol style="list-style-type: none"> 1. Use an on-grade-level or above-grade-level reading vocabulary to construct meaning from text 2. Consistently apply a variety of word-identification strategies to understand unfamiliar words 3. Easily comprehend a variety of texts such as print, instructions, graphics, maps, etc. 4. Consistently recognize important ideas and make connections between and among those ideas to infer meaning 5. Apply reading strategies in other content areas and in real-world situations 6. Exhibit a high level of fluency, remain focused on the text, and read for a purpose 7. Readily distinguish main idea and supporting information 8. Demonstrate a thorough understanding of how story elements such as plot, setting, characterization, mood, and problem resolution impact text 9. Evaluate how an author's perspective (judgments, biases, attitude, tone) and purpose influence text 10. Use critical-thinking skills to understand how an author's use of literary techniques and organizational structures conveys ideas/meaning

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Reading Grade 7

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS reading curriculum	Satisfactory performance; at or above state passing standard; a sufficient understanding of the TEKS reading curriculum	High academic achievement; considerably above state passing standard; a thorough understanding of the TEKS reading curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have reading vocabulary that is below grade level 2. Have difficulty applying word-identification strategies and may simply skip unfamiliar words 3. Have difficulty comprehending a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize literal ideas in a text but lack the skill to recognize implied ideas in order to make inferences 5. Struggle to utilize reading strategies in other content areas and in real-world situations 6. Struggle with fluency, have difficulty remaining focused on the text, and/or are unaware of reading errors 7. Have an insufficient understanding of main idea and supporting information 8. Seldom recognize how story elements, such as plot, setting, characterization, mood, and problem resolution impact text 9. Lack the skills necessary to understand how an author's perspective (judgments, biases, attitude, tone) and purpose influence text 10. Have difficulty recognizing an author's use of literary techniques and more complex organizational structures 	<ol style="list-style-type: none"> 1. Use an on-grade-level reading vocabulary to construct meaning from text 2. Frequently apply a variety of word-identification strategies to understand unfamiliar words 3. Sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize important ideas and make connections between and among those ideas to infer meaning 5. Regularly draw on reading strategies in other content areas and in real-world situations 6. Exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose 7. Distinguish main idea and supporting information 8. Generally recognize how story elements, such as plot, setting, characterization, mood, and problem resolution impact text 9. Have a sufficient understanding of how an author's perspective (judgments, biases, attitude, tone) and purpose influence text 10. Recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning 	<ol style="list-style-type: none"> 1. Use an on-grade-level or above-grade-level reading vocabulary to construct meaning from text 2. Consistently apply a variety of word-identification strategies to understand unfamiliar words 3. Easily comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Consistently recognize important ideas and make connections between and among those ideas to infer meaning 5. Apply reading strategies in other content areas and in real-world situations 6. Exhibit a high level of fluency, remain focused on the text, and read for a purpose 7. Readily distinguish main idea and supporting information 8. Demonstrate a thorough understanding of how story elements, such as plot, setting, characterization, mood, and problem resolution impact text 9. Evaluate how an author's perspective (judgments, biases, attitude, tone) and purpose influence text 10. Use critical-thinking skills to understand how author's use of literary techniques and organizational structures conveys ideas/meaning

Texas Assessment of Knowledge and Skills Performance Level Descriptors

Reading Grade 8

Did Not Meet the Standard	Met the Standard	Commended Performance
Unsatisfactory performance; below state passing standard; insufficient understanding of the TEKS reading curriculum	Satisfactory performance; at or above state passing standard; a sufficient understanding of the TEKS reading curriculum	High academic achievement; considerably above state passing standard; a thorough understanding of the TEKS reading curriculum
Students Who Did Not Meet the Standard	Students Who Met the Standard	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Have reading vocabulary that is below grade level 2. Have difficulty applying word-identification strategies and may simply skip unfamiliar words 3. Have difficulty comprehending a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize literal ideas in a text but lack the skill to recognize implied ideas in order to make inferences 5. Struggle to utilize reading strategies in other content areas and in real-world situations 6. Struggle with fluency, have difficulty remaining focused on the text, and/or are unaware of reading errors 7. Have an insufficient understanding of main idea and supporting information 8. Seldom recognize how story elements, such as plot, setting, characterization, mood, and problem resolution impact text 9. Lack the skills necessary to understand how an author's perspective (judgments, biases, attitude, tone) and purpose influence text 10. Have difficulty recognizing an author's use of literary techniques and more complex organizational structures 	<ol style="list-style-type: none"> 1. Use an on-grade-level reading vocabulary to construct meaning from text 2. Frequently apply a variety of word-identification strategies to understand unfamiliar words 3. Sufficiently comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Often recognize important ideas and make connections between and among those ideas to infer meaning 5. Regularly draw on reading strategies in other content areas and in real-world situations 6. Exhibit on-grade-level fluency, generally remain focused on the text, and read for a purpose 7. Distinguish main idea and supporting information 8. Generally recognize how story elements, such as plot, setting, characterization, mood, and problem resolution impact text 9. Have a sufficient understanding of how an author's perspective (judgments, biases, attitude, tone) and purpose influence text 10. Recognize how an author's use of literary techniques and organizational structures conveys ideas/meaning 	<ol style="list-style-type: none"> 1. Use an on-grade-level or above-grade-level reading vocabulary to construct meaning from text 2. Consistently apply a variety of word-identification strategies to understand unfamiliar words 3. Easily comprehend a variety of texts, such as print, instructions, graphics, maps, etc. 4. Consistently recognize important ideas and make connections between and among those ideas to infer meaning 5. Apply reading strategies in other content areas and in real-world situations 6. Exhibit a high level of fluency, remain focused on the text, and read for a purpose 7. Readily distinguish main idea and supporting information 8. Demonstrate a thorough understanding of how story elements, such as plot, setting, characterization, mood, and problem resolution impact text 9. Evaluate how an author's perspective (judgments, biases, attitude, tone) and purpose influence text 10. Use critical-thinking skills to understand how an author's use of literary techniques and organizational structures conveys ideas/meaning

Texas Assessment of Knowledge and Skills Distinguishing Features

Reading

GRADE 3	GRADE 4	GRADE 5
Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard
Students Who Met the Standard	Students Who Met the Standard	Students Who Met the Standard
<ol style="list-style-type: none"> 1. Are beginning to recognize story elements in a variety of texts, both fiction and nonfiction 2. Are beginning to apply critical-thinking skills and use text evidence to support conclusions 3. Are beginning to use context clues and word-analysis skills 	<ol style="list-style-type: none"> 1. Are developing a familiarity with story elements in a variety of texts, both fiction and nonfiction 2. Are developing critical-thinking skills to improve comprehension and make connections across text 3. Are developing the ability to use context clues and word-analysis skills 	<ol style="list-style-type: none"> 1. Are strengthening their familiarity with a variety of more complex texts, both fiction and nonfiction 2. Are strengthening their critical-thinking skills by applying multiple strategies to improve comprehension and make connections across texts 3. Are strengthening their ability to use context clues and word-analysis skills to support meaning
GRADE 3	GRADE 4	GRADE 5
Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance
Students Who Achieved Commended Performance	Students Who Achieved Commended Performance	Students Who Achieved Commended Performance
<ol style="list-style-type: none"> 1. Are able to recognize story elements in a variety of texts, both fiction and nonfiction, and apply their importance 2. Are able to apply critical-thinking skills and summarize effectively 3. Are able to effectively use context clues and word-analysis skills 	<ol style="list-style-type: none"> 1. Are able to effectively analyze complex texts using critical-thinking skills 2. Are able to effectively use context clues and word-analysis skills to support comprehension of texts 3. Are able to make connections across texts 	<ol style="list-style-type: none"> 1. Are able to effectively analyze more complex texts using critical-thinking skills 2. Are able to effectively recognize and use text structure to support comprehension of more complex texts 3. Are able to easily make connections across texts

Texas Assessment of Knowledge and Skills Distinguishing Features

Reading

GRADE 6	GRADE 7	GRADE 8
Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard	Did Not Meet the Standard vs. Met the Standard
Students Who Met the Standard 1. Have a basic comprehension of a variety of texts, both fiction and non-fiction 2. Are able to make connections between texts to draw conclusions and infer meaning 3. Have a basic understanding of how an author’s use of literary techniques influences text	Students Who Met the Standard 1. Have a sufficient comprehension of a variety of texts, both fiction and nonfiction 2. Sufficiently make connections between texts to draw conclusions and infer meaning 3. Have a sufficient understanding of how an author’s use of literary techniques influences text	Students Who Met the Standard 1. Are able to consistently comprehend a variety of texts, both fiction and nonfiction 2. Consistently make connections between texts to draw conclusions and infer meaning 3. Are able to consistently recognize how an author’s use of literary techniques influences text
GRADE 6	GRADE 7	GRADE 8
Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance	Met the Standard vs. Commended Performance
Students Who Achieved Commended Performance 1. Easily comprehend a variety of texts, both fiction and non-fiction 2. Are able to make meaningful connections between texts to recognize ideas and draw conclusions 3. Have a growing understanding of how an author’s use of literary techniques influences text	Students Who Achieved Commended Performance 1. Begin to analyze a variety of texts, both fiction and nonfiction 2. Often make meaningful connections between texts to recognize ideas and draw conclusions 3. Are developing an in-depth understanding of how an author’s use of literary techniques influences text	Students Who Achieved Commended Performance 1. Are able to thoroughly analyze a variety of texts, both fiction and nonfiction 2. Are skilled at making meaningful connections between texts to recognize ideas and draw conclusions 3. Have a thorough understanding of how an author’s use of literary techniques influences text