

**North Carolina
Department of Public Instruction**

**Grade 8 Reading Comprehension
Sample Selections and Items
Test Information Document**

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Introduction

The sample selections and items available on this web site were developed for the North Carolina End-of-Grade Tests of Reading Comprehension and are aligned to the 1999 North Carolina English Language Arts *Standard Course of Study*. The North Carolina Department of Public Instruction (NCDPI) has chosen to release this group of items so that North Carolina students, teachers, parents, and administrators may have access to items similar to those that appear on the EOG tests aligned to the 1999 North Carolina English Language Arts *Standard Course of Study* (tests administered during the school year 2002–2003 and beyond).

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Some additional selections and items are available in a publication entitled *The North Carolina Reading Comprehension Sample Selections and Items* available from NCDPI Publications. *The North Carolina Reading Comprehension Sample Selections and Items* publication contains all of the selections available on this web site and additional selections for which the NCDPI was able to obtain print permission only. Ordering information is available on their web site at http://149.168.35.203/publications_catalog/. You can also get to the publications web page by going to the main NCDPI web site at www.ncpublicschools.org and selecting the Publication Sales link.

Sample Selections and Items

The following set of selections and items is organized by selection type: fiction, literary nonfiction, drama, poetry, informational–content, or informational–consumer. Following each selection and set of items is an answer key for the items. The answer key includes the selection title, question number, correct answer, category, thinking skill, and curriculum objective assessed for each item.

The sample selections and items can be found at www.ncpublicschools.org/accountability/testing

Category

Each item on the end-of-grade test is designed to measure an aspect of reading comprehension that is grouped into one of four categories: cognition, interpretation, critical stance, or connections. The test is organized by category, and each test form has a similar percentage of items in each category. More information about the categories can be found on page 5.

Thinking Skill

Each test item is aligned to a thinking skill from the thinking skills framework used by the NCDPI. This framework is adapted from *Dimensions of Thinking: A Framework for Curriculum and Instruction* by Robert Marzano, et al. A brief description of the thinking skills is provided below. More information about the thinking skills framework can be found on page 9 of this document and on the NCDPI web site at www.ncpublicschools.org/accountability/testing.

1. Knowledge: focusing, information-gathering, and remembering skills
2. Organizing: arranging information so it can be used effectively
3. Applying: demonstrating prior knowledge within a new situation
4. Analyzing: clarifying existing information by examining parts and relationships
5. Generating: producing new information, meaning, or ideas
6. Integrating: connecting and combining information
7. Evaluating: assessing the reasonableness and quality of ideas

Curriculum Objective

Each item on the end-of-grade test is aligned to a curriculum objective from the North Carolina English Language Arts *Standard Course of Study*. A chart showing the link between the curriculum objectives and the testing categories can be found on page 7. The complete North Carolina *Standard Course of Study* for English Language Arts can be found on page 10 of this document and on the NCDPI web site at www.ncpublicschools.org/curriculum.

General Test Information

The North Carolina End-of-Grade Test of Reading Comprehension–Grade 8 measures reading comprehension across the curriculum. The test focuses on competency objectives from Goals 1–6 in the Grade 8 English Language Arts *Standard Course of Study*. This multiple-choice test is designed to assess growth in reading comprehension for the current year. The student’s end-of-grade test score from the prior grade is used to estimate the student’s level of knowledge and skills at the beginning of the current grade and helps determine the student’s amount of growth during the current school year.

Testing Window	The end-of-grade tests are administered in the last three weeks of the school year. The LEA determines the specific administration dates and times.
Test Administration Time	115 minutes
Number of Items	56 items
Number of Reading Selections	9 selections
Reading Selection Types	6 Literary Selections (2 fiction, 1 nonfiction, 1 drama, 2 poems) 3 Informational Selections (2 content, 1 consumer) A variety of selections allows for assessment of reading for various purposes: <ul style="list-style-type: none"> • To experience literature • To gain information • To perform tasks • To apply critical analysis and evaluation
Categories	Each item on the end-of-grade test is designed to measure an aspect of reading comprehension that is grouped into one of four categories: cognition, interpretation, critical stance, or connections. The test is organized by category, with each form having a similar percentage of items in each category. More information on the categories is provided on pages 5–8.
Objectives	Each item on the end-of-grade tests is aligned to a curriculum objective from the North Carolina English Language Arts <i>Standard Course of Study</i> . See page 7 for a list of the tested objectives and their link to the categories. The comprehensive list of grade 8 curriculum objectives begins on page 10.
Thinking Skills	Each test item is aligned to a thinking skill from the thinking skills framework used by the North Carolina Department of Public Instruction. This framework is adapted from <i>Dimensions of Thinking</i> by Robert Marzano, et al. A copy of the thinking skills and brief explanations of each are provided on page 9.

The Grade 8 Test Information Sheet is provided on page 14. This document provides summary information about the test in a format that is easily distributed. Test information sheets for all grade levels can also be found at the NCDPI web site at www.ncpublicschools.org/accountability/testing.

Categories

The items on the North Carolina End-of-Grade Tests of Reading Comprehension are organized by category. Each form has a similar percentage of items in each category. The categories were developed as a way to organize the reading comprehension competencies described in the North Carolina English Language Arts *Standard Course of Study* in a structure that is consistent from grades 2-8. This consistent structure is useful for test construction purposes and does not change or add to the content of the North Carolina English Language Arts *Standard Course of Study*. A description of each category and the average percentage of items per category for the tests at grade 8 are shown in the table below.

Category Description	Average Percentage of Items Per Form Grades 6–8
<p>Cognition</p> <ul style="list-style-type: none"> • refers to the initial strategies a reader uses to understand the selection. • examines the purpose and organization of the selection. • considers the text as a whole or in a broad perspective. • includes strategies such as using context clues to determine meaning or summarizing to include main points. • includes literal understanding of text. 	29%
<p>Interpretation</p> <ul style="list-style-type: none"> • requires the student to develop a more complete understanding. • asks students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts. 	40%
<p>Critical Stance</p> <ul style="list-style-type: none"> • asks the student to stand apart from the selection and consider it objectively. • involves processes such as comparing/contrasting and understanding the impact of literary elements. 	25%
<p>Connections</p> <ul style="list-style-type: none"> • refers to connecting knowledge from the selection with other information and experiences. • requires the student to relate the selection to events beyond/outside the selection. • requires the student to make associations outside the selection and between selections. 	6%

Sample Item Types by Category

The table below provides examples of the types of items and specific sample items that fit into each category type. Please note that this list is not comprehensive. It is intended to clarify the meaning of each category; it is not intended to be a complete list of item types or sample items.

	Sample Item Types This list provides examples of the types of items found in each category to help educators understand the meaning of each category. Additional item types will be developed for each test.	Sample Items This list provides examples only. Additional items appropriate for each category and curriculum level will be developed for each test.
Cognition	<ul style="list-style-type: none"> Identify initial strategies the reader uses to understand text Demonstrate basic reading comprehension Identify the purpose/organization of the text Use context clues to determine meaning of vocabulary words Summarize and include main points Identify main idea and/or purpose Identify the main problem Identify the point of view 	<ul style="list-style-type: none"> What is the main idea of the selection? Based on the context of paragraph 3, what does XXX mean? (vocabulary in context) What is the purpose of the first subheading in the selection? Which characteristic best describes Joe? (Answer is clearly stated in the selection.)
Interpretation	<ul style="list-style-type: none"> Clarify Explain the significance of something Identify the tone/mood of the selection Demonstrate a more complete (than cognition) understanding (What is the meaning of X phrase/statement by Joe?) Make inferences/conclusions/generalizations Explain the interrelationship of parts 	<ul style="list-style-type: none"> What is the significance of Joe’s decision to buy the bicycle? What is the tone/mood of the selection? Based on the selection, what will most likely happen next? Which characteristic best describes Joe? (Answer is not clearly stated in the selection.)
Critical Stance	<ul style="list-style-type: none"> Compare/contrast within the selection Stand apart from the text and consider it objectively Distinguish between fact and opinion Analyze literary terms and their impact on a selection Describe the author’s craft and the placement of/usefulness of/relevance of/quality of information Complete analogies when all relationships are found in the text 	<ul style="list-style-type: none"> How is X different from Y? How does Joe change from the beginning to the end of the selection? What is the effect of beginning the selection with _____? What is ironic about X? The author wrote XYZ in capital letters to emphasize which quality? What effect is created by the author’s repetition of the words XYZ?
Connections	<ul style="list-style-type: none"> Compare/contrast between selections and outside of the selection Connecting elements in the text to information outside of the text Analogies: initial relationship from text, others from outside experience 	<ul style="list-style-type: none"> Which experience is most similar to Joe’s experience in the selection? How would this experience help Joe the next time he buys a bicycle? People who play this game are most likely to have which of the following characteristics?

Category Links to Goals and Objectives

Although each item on the North Carolina Reading Comprehension End-of-Grade (EOG) Test is grouped into a particular category, it is aligned to an objective from the North Carolina English Language Arts *Standard Course of Study*. To facilitate an understanding of the link between the objectives in the North Carolina English Language Arts *Standard Course of Study*–Grade 8 and the individual categories, each objective in grade 8 is listed below. The category connections are indicated in columns beside each objective.

- ☆ The objective addresses skills or concepts related to the category indicated.
- The objective addresses skills and concepts that are not directly related to the category indicated.

English Language Arts, Grade 8 Goals 1, 2, 3, 4, 5, 6	Cognition	Interpretation	Critical Stance	Connections
Competency Goal 1: The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.				
1.01 Narrate an account.	☆	☆	☆	☆
1.02 Explore expressive materials that are read, heard, and viewed.	☆	☆	☆	☆
1.03 Interact in groups and/or seminars.	☆	☆	☆	☆
1.04 Reflect on learning experiences.	○	☆	☆	☆
Competency Goal 2: The learner will use and evaluate information from a variety of sources.				
2.01 Explore informational materials that are read, heard, and/or viewed.	☆	☆	☆	☆
2.02 Create a research product in both written and presentational form.	☆	☆	☆	☆
Competency Goal 3: The learner will continue to refine the understanding and use of argument.				
3.01 Evaluate a variety of public documents.	☆	☆	☆	☆
3.02 Refine the use of the problem solution process.	☆	☆	☆	☆
3.03 Create arguments that persuade.	○	☆	☆	☆
Competency Goal 4: The learner will continue to refine critical thinking skills and apply criteria to evaluate text and multimedia.				
4.01 Analyze the purpose of the author or creator and the impact of that purpose.	☆	☆	☆	☆
4.02 Develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication.	☆	☆	☆	☆

<p style="text-align: center;">English Language Arts, Grade 8 Goals 1, 2, 3, 4, 5, 6</p>	<p>Cognition</p>	<p>Interpretation</p>	<p>Critical Stance</p>	<p>Connections</p>
<p>4.03 Use the stance of a critic.</p>	○	☆	☆	☆
<p>Competency Goal 5: The learner will respond to various literary genres using interpretive and evaluative processes.</p>				
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program.</p>	☆	☆	☆	☆
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry).</p>	☆	☆	☆	☆
<p>Competency Goal 6: The learner will apply conventions of grammar and language usage.</p>				
<p>6.01 Model an understanding of conventional written and spoken expression.</p>	☆	☆	☆	○
<p>6.02 Continue to identify and edit errors in spoken and written English.</p>	☆	○	○	○

Thinking Skills: Levels of Thinking and Reasoning

In the North Carolina *Standard Course of Study*, the levels of thinking and reasoning are classified using the following seven levels. The North Carolina Testing Program uses these levels to identify the thinking and reasoning required by each test item. Verbs that are likely to be used in questions and directions related to these classifications are included below.

Knowing

Defining problems: clarifying needs, discrepancies, or puzzling situations

Setting goals: establishing direction and purpose

Observing: obtaining information through one or more senses

Formulating questions: seeking new information through inquiry

Encoding: storing information in long-term memory

Recalling: retrieving information from long-term memory

Useful Verbs: list, name, label, recall, identify, match, choose

Organizing

Arranging information so it can be used effectively

Comparing: noting similarities and differences between or among entities

Classifying: grouping and labeling entities on the basis of their attributes

Ordering: sequencing entities according to a given criterion

Representing: changing the form but not the substance of information

Useful Verbs: categorize, group, classify, compare, contrast

Applying

Demonstrating prior knowledge within a new situation. The task is to bring together the appropriate information, generalizations or principles that are required to solve a problem.

Useful Verbs: apply, make, show, record, construct, demonstrate, illustrate

Analyzing

Clarifying existing information by examining parts and relationships

Identifying attributes and components: determining characteristics or parts of something

Identifying relationships and patterns: recognizing ways in which elements are related

Identifying main idea: identifying the central element; for example, the hierarchy of key ideas in a message or line of reasoning

Identifying errors: recognizing logical fallacies and other mistakes and, where possible, correcting them

Useful Verbs: outline, diagram, differentiate, analyze

Generating

Producing new information, meaning, or ideas

Inferring: going beyond available information to identify what reasonably may be true

Predicting: anticipating next events, or the outcome of a situation

Elaborating: explaining by adding details, examples, or other relevant information

Useful Verbs: conclude, predict, explain, elaborate, infer

Integrating

Connecting and combining information

Summarizing: combining information efficiently into a cohesive statement

Restructuring: changing existing knowledge structures to incorporate new information

Useful Verbs: combine, summarize, design, imagine, generalize

Evaluating

Assessing the reasonableness and quality of ideas

Establishing criteria: setting standards for making judgments

Verifying: confirming the accuracy of claims

Useful Verbs: judge, evaluate, rate, verify, assess, define criteria

Grade 8 Reading Comprehension Goals and Objectives

The following curriculum information contains the full text of the North Carolina *Standard Course of Study* for Eighth Grade approved in 1999. The complete K–12 curriculum document can be found on the NCDPI web site at www.ncpublicschools.org/curriculum.

Eighth grade students use oral language, written language, and other media and technology for expressive, informational, argumentative, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. Although emphasis in eighth grade is placed on using information for a specific task, students also:

- Express individual perspectives through analysis and personal response.
- Refine understanding and use of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

Competency Goal 1

The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.

1.01 Narrate a personal account which:

- creates a coherent, organizing structure appropriate to purpose, audience, and context.
- establishes a point of view and sharpens focus.
- uses remembered feelings.
- selects details that best illuminate the topic.
- connects events to self/society.

1.02 Explore expressive materials that are read, heard, and viewed by:

- generating a learning log or journal.
- maintaining an annotated list of works that are read or viewed, including personal reactions.
- taking an active role in and/or leading formal/informal book/media talks.

1.03 Interact in group activities and/or seminars in which the student:

- shares personal reactions to questions raised.
- gives reasons and cites examples from text in support of expressed opinions.
- clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.

1.04 Reflect on learning experiences by:

- evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.
- appraising changes in self throughout the learning process.
- evaluating personal circumstances and background that shape interaction with text.

Competency Goal 2

The learner will use and evaluate information from a variety of sources.

- 2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:
- summarizing information.
 - determining the importance of information.
 - making connections to related topics/information.
 - monitoring comprehension.
 - drawing inferences.
 - generating questions.
 - extending ideas.
- 2.02 Create a research product in both written and presentational form by:
- determining purpose, audience, and context.
 - choosing a relevant topic.
 - selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.
 - evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.
 - researching and organizing information to achieve purpose.
 - using notes and/or memory aids to structure information.
 - supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.
 - citing sources used.
 - employing graphics such as charts, diagrams, and graphs to enhance the communication of information.

Competency Goal 3

The learner will continue to refine the understanding and use of argument.

- 3.01 Evaluate a variety of public documents by:
- identifying the social context of the argument.
 - comparing the argument and counter-argument presented.
 - judging the effectiveness of tone, style, and use of language.
- 3.02 Refine the use of the problem-solution process by:
- evaluating problems and solutions within various texts and situations.
 - utilizing the problem-solution process within various contexts/situations.
 - constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.
- 3.03 Create arguments that persuade by:
- engaging the audience by establishing a context, creating a persona, and otherwise developing interest.
 - developing a controlling idea that makes a clear and knowledgeable judgment.
 - arranging details, reasons, and examples effectively and persuasively.
 - anticipating and addressing reader/listener concerns and counter-arguments.

Competency Goal 4

The learner will continue to refine critical thinking skills and apply criteria to evaluate text and multimedia.

- 4.01 Analyze the purpose of the author or creator and the impact of that purpose by:
- evaluating any bias, apparent or hidden messages, emotional factors, or propaganda techniques.
 - evaluating the underlying assumptions of the author/creator.
- 4.02 Develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by:
- using knowledge of language structure and literary or media techniques.
 - drawing conclusions based on evidence, reasons, or relevant information.
 - considering the implications, consequences, or impact of those conclusions.
- 4.03 Use the stance of a critic to:
- consider alternative points of view or reasons.
 - remain fair-minded and open to other interpretations.
 - construct or review.

Competency Goal 5

The learner will respond to various literary genres using interpretive and evaluative processes.

- 5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:
- using effective reading strategies to match type of text.
 - reading self-selected literature and other materials of interest to the individual.
 - reading literature and other materials selected by the teacher.
 - assuming a leadership role in student-teacher reading conferences.
 - leading small group discussions.
 - taking an active role in whole class seminars.
 - analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.
 - discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.
 - analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.
- 5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:
- reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).
 - evaluating what impact genre-specific characteristics have on the meaning of the text.
 - evaluating how the author's choice and use of a genre shapes the meaning of the literary work.
 - evaluating what impact literary elements have on the meaning of the text.

Competency Goal 6

The learner will apply conventions of grammar and language usage.

- 6.01 Model an understanding of conventional written and spoken expression by:
- using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.
 - using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
 - applying the parts of speech to clarify language usage.
 - using pronouns correctly, including clear antecedents and case.
 - using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).
 - determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
 - extending vocabulary knowledge by learning and using new words.
 - evaluating the use and power of dialects in standard/nonstandard English usage.
 - applying correct language conventions and usage during formal oral presentations.
- 6.02 Continue to identify and edit errors in spoken and written English by:
- using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.
 - producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
 - self-correcting errors in everyday speech.
 - independently practicing formal oral presentations.

Grade 8 Test Information Sheet

North Carolina End-of-Grade Test of Reading Comprehension—Grade 8

What are the purposes of the NC Testing Program?

The North Carolina End-of-Grade Tests are required by General Statute 115C-174.10 as a component of the North Carolina Annual Testing Program. As stated, the purposes of North Carolina state-mandated tests are “(i) to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society; (ii) to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and (iii) to establish additional means for making the education system at the State, local, and school levels accountable to the public for results.” This test is one component of the end-of-grade tests, which include reading comprehension and mathematics tests in grades three through eight. Students in grade three began taking a reading comprehension and mathematics pretest in the fall of 1996.

For school, school system, and state accountability, the scores from the end-of-grade tests at the prior grade are used to estimate a student’s level of knowledge and skills at the beginning of the new grade to determine the amount of growth during the school year (calculated from the difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade eight assesses the reading components of the grade eight North Carolina *Standard Course of Study*. The test consists of nine reading selections with three to nine associated questions for each selection. Each student is asked to read six literary selections (two fiction, one nonfiction, one drama, two poems) and three informational selections (two content and one consumer). The variety of selections on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The end-of-grade tests are organized by category, with each item falling into one of four categories: cognition, interpretation, critical stance, or connections. A description of each category and the average percentage of items per form for each category are shown in the table below. Each item is also aligned to a curriculum objective from the North Carolina English Language Arts *Standard Course of Study*.

Descriptive Information for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 8

Category	Description of Category	Average Percentage
Cognition	Refers to the initial strategies a reader uses to understand the selection. It is about purpose and organization of the selection. It considers the text as a whole or in a broad perspective. Cognition includes strategies such as using context clues to determine meaning or summarizing to include main points. It also includes literal comprehension of text.	29%
Interpretation	Requires the student to develop a more complete understanding. It may ask students to clarify, to explain the significance of, to extend, and/or to adapt ideas/concepts.	40%
Critical Stance	Refers to tasks that ask the student to stand apart from the selection and consider it objectively. It involves processes such as comparing/contrasting and understanding the impact of literary elements.	25%
Connections	Refers to connecting knowledge from the selection with other information and experiences. It involves the student being able to relate the selection to events beyond/outside the selection. In addition, the student will make associations outside the selection and between selections.	6%

How is the test administered?

The North Carolina End-of-Grade Test of Reading Comprehension at grade eight consists of 56 multiple-choice questions administered during a 115-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored by the local education agency with software provided by the NCDPI. Reports of student performance are produced locally. In addition, test scores are aggregated at the North Carolina Department of Public Instruction to fulfill the state and federal reporting requirements for the accountability programs.

How was the test developed?

The reading selections were chosen by North Carolina educators to reflect the variety of reading done by students at this level in and out of school and to ensure accessibility to a majority of students. Those chosen are selections that would generally be read by students, would be interesting to the students, and have appropriate content for a reading comprehension test at this grade level. The questions for each selection were written and reviewed by trained North Carolina teachers and educators during the 2000-2001 and 2001-2002 school years and were field tested in the spring of 2002. Each field test question was administered to approximately 1,300 students from randomly selected schools across the state. The grade eight reading test was implemented statewide for the first time in the spring of 2003.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale, which allows the measurement of growth in achievement across the grade levels. On the grade eight reading test, the scale scores range from 231–290. The use of scale scores provides for easier and more consistent interpretations of the results from test to test. Achievement levels are also generated to provide an interpretation of student performance relative to a predetermined standard. Student scores are converted to one of the four achievement level categories shown below. In addition, student scores are reported as percentile ranks, which are generated from a statewide distribution of students who took the test during the first year the test was administered or the norming year.

Achievement Levels for the North Carolina End-of-Grade Test of Reading Comprehension—Grade 8

Level	Description	Scale Score Range
1	Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.	231–243
2	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.	244–253
3	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	254–265
4	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work	266–290