

Nebraska State Accountability Alternate Assessment of Reading (NeSA-AAR)
Performance Level Descriptor, Grade 11

Below Standards

Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level reading skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task. Using basic strategies, the student may be able to:

- Use word identification and decoding skills to construct meaning from text (e.g., prefixes, suffixes, root word, context clues)
- Determine the meaning of unknown text (e.g., title, illustrations, heading, tables, maps, synonyms, antonyms, comparisons)
- Identify and use text components to comprehend meaning of narrative and informational text
- Answer literal and inferential questions about a text to demonstrate comprehension
- Answer questions about elements of narrative text (e.g., character, setting, conflict, plot [i.e., beginning, middle, end])
- Use text features to locate information (e.g., graphs, lists, illustrations, captions)

Meets Standards

Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level reading skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present. Using a variety of strategies, the student can:

- Use word identification and decoding strategies to support understanding
- Determine word meaning (e.g., root word, suffixes, context clues, decoding, prefixes)
- Determine the meaning of unknown text (e.g., titles, illustrations, captions, headings, tables, maps, indexes, synonyms, antonyms, comparisons, idioms, multiple meanings)
- Identify characteristics of text to aid in reading comprehension
- Identify key elements in the text to identify author's purpose (e.g., graphing, mapping, visual organizers)
- Apply information from the text to a task
- Identify print and electronic resources (e.g., storybooks, textbooks, magazines, dictionary, encyclopedia) to aid in determining information relevant to narrative and informational text
- Use information from narrative and informational text to identify multiple elements (e.g., beginning, middle, end, setting, cause/effect, characters, theme)

Exceeds Standards

Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level reading skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present. Using a variety of strategies, the student can:

- Use word identification and decoding strategies to support understanding
- Determine word meaning and usage (e.g., context clues, decoding, prefixes, suffixes, root word)
- Determine meaning of unknown words/text (e.g., titles, illustrations, captions, headings, tables, maps, indexes, synonyms, antonyms, comparisons, idioms, multiple meanings)
- Identify characteristics of text to aid in reading comprehension
- Categorize, and explain key elements in the text (e.g., predicting, story map, sequencing, lists)
- Locate and organize information relating it to self and others
- Apply information from text to a task and analyze the results (e.g., supporting details, short answer questions, multiple choice, generate one question)
- Identify and use print and electronic resources (e.g., storybooks, textbooks, magazines, dictionary, encyclopedia, graphs, lists, illustrations and captions, table of contents, maps, headings, and charts) to aid in determining information relevant to narrative and informational texts
- Use information from narrative text to identify multiple elements (e.g., beginning, middle, end, mood, setting, predicting, cause/effect, characters, theme, conflict)