

**Nebraska State Accountability Alternate Assessment of Reading (NeSA-AAR)**  
**Performance Level Descriptor, Grade 8**

**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 recognition and decoding skills to determine the meaning of the words ( e.g., singular, plurals, common prefixes)
- Identify semantic relationships (e.g., comparisons)
- Identify elements of narrative text (e.g., main characters, setting)
- Identify narrative and informational genres (e.g., storybook, textbook)
- Answer literal questions using prior knowledge and supporting information from narrative and informational text
- Identify organizational patterns found in informational text (e.g., comparisons, sequence)
- 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 recognition, context clues, and decoding skills to determine the meaning of the words (e.g., prefixes, suffixes)
- Determine the meaning the words using semantic relationships (e.g., comparisons, synonyms, antonyms)
- Identify elements of narrative text (e.g., plot [beginning, middle, ending])
- Identify narrative and informational genres in print or electronic format (e.g., storybook, textbook, dictionary)
- Answer inferential questions using prior knowledge and supporting information from narrative and informational text
- State organizational patterns found in informational text (e.g., comparisons, sequence, cause/effect)
- Use text features to locate information (e.g., table of contents)

**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 recognition, context clues, and decoding skills to determine the meaning of the words in science, mathematics, and social studies ( e.g., singular, plural, prefixes, suffixes, roots)
- Determine the meaning the words using semantic relationships (e.g., idioms, multiple meanings)
- Identify elements of narrative text (e.g., conflict)
- Identify narrative and informational genres in print or electronic format (e.g., magazine, newspaper)
- Answer literal and inferential questions using prior knowledge and supporting information from narrative and informational text
- State organizational patterns found in informational text (e.g., fact/opinion)
- Use text features to locate information (e.g., maps, headings)