

Nebraska State Accountability Alternate Assessment of Reading (NeSA-AAR)
Performance Level Descriptors, Grade 3

Below the 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:

- Identify the meaning of words, including plurals, in isolation or by using illustrations
- Use a given text to answer questions regarding a character
- Identify the meaning of a text by determining one event
- Use text features (illustrations) to locate information
- Identify a single character in a text or story
- Recognize informational text

Meets the 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:

- Identify the meaning of words within a sentence
- Use a given text to answer questions about a character and/or basic facts
- Identify the meaning of a text by determining more than one event
- Use text features (illustrations and text) to locate information
- Identify character and basic facts of a text or story
- Recognize when a text is informational and identify the main idea

Exceeds the 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:

- Identify the meaning of words within a text using context clues
- Use a given text to answer questions about a character, basic facts, and setting
- Identify the meaning of a text by determining more than one event with some order
- Use text features (illustrations, text, simple maps) to locate information
- Identify the character, basic facts, and setting of a text or story
- Recognize when a text is informational and identify the main idea using context

Nebraska State Accountability Alternate Assessment of Reading (NeSA-AAR)
Performance Level Descriptors, Grade 4

Below the 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:

- Identify meaning of words in isolation or in a sentence using illustrations
- Use a given text to answer yes/no questions about the main character
- Identify the meaning of text by choosing the first event in a sequence
- Identify the main character of a text or story
- Use text features to gain meaning using illustrations

Meets the 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:

- Identify meaning of words in a given text using context clues and singular and plural nouns with illustrations
- Use a given text to answer yes/no questions about the main character and setting
- Identify the meaning of a text by choosing the first and last events in a sequence
- Identify author's purpose through the feelings of the reader
- Identify the main character or setting of a text or story
- Use text features (titles, illustrations, simple maps) to locate information

Exceeds the 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:

- Identify meaning of words in a given text using context clues, singular and plural nouns, and by categorizing words and illustrations
- Use a given text to answer questions about the main character and setting
- Identify the meaning of text by sequencing three events in the correct order, as well as by citing the main idea
- Identify main character, setting, and main idea of a text or story
- Use text features (titles, illustrations, simple maps, graphs) to locate information

Nebraska State Accountability Alternate Assessment of Reading (NeSA-AAR)
Performance Level Descriptors, Grade 5

Below the 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:

- Identify parts of a text or story, specifically in reference to the main character and/or setting
- Identify synonyms using illustrations or words
- Identify nouns
- Identify the meaning of a text and event sequence
- Identify the topic of text

Meets the 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:

- Identify synonyms and antonyms using illustrations or words
- Identify the meaning of words within a text using context clues
- Identify nouns and verbs
- Determine when the author's purpose is to entertain
- Identify the meaning of a text by sequencing the beginning/middle/end, distinguishing fact from fiction, and choosing a summary
- Identify the main idea of a text using supporting details
- Answer literal questions about a text in a yes/no format

Exceeds the 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:

- Provide examples of synonyms and antonyms
- Identify the meaning of words within a given text by using context clues or recognizing common prefixes
- Identify nouns, verbs, adjectives, adverbs, contractions, and compound words
- Determine when the author's purpose is to entertain or inform
- Answer literal questions using a text
- Identify main idea, supporting details, and theme

Nebraska State Accountability Alternate Assessment of Reading (NeSA-AAR)
Performance Level Descriptors, Grade 6

Below the 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:

- Understand meaning of words using basic strategies (roots, synonyms)
- Determine if the author's purpose is to inform in a yes/no format
- Identify elements of narrative text (characters, setting)
- Identify main idea from informational text
- Identify organizational patterns of informational text (sequence)
- Answer literal questions in a yes/no format

Meets the 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:

- Understand meaning of words using a variety of strategies (antonyms)
- Identify if the author's purpose is to inform
- Identify elements of narrative text (theme)
- Identify and retell main idea from informational text
- Identify organizational patterns of informational text (cause/effect)
- Answer literal questions

Exceeds the 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:

- Understand meaning of words using a variety of strategies (prefix, suffix, comparisons)
- State the author's purpose
- Identify elements of narrative text (plot)
- Identify and retell main idea from informational text with a supporting detail
- Identify organizational patterns of informational text and make comparisons
- Answer literal questions and make comparisons

Nebraska State Accountability Alternate Assessment of Reading (NeSA-AAR)
Performance Level Descriptors, Grade 7

Below the 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:

- Determine meaning of simple prefixes (e.g., un, re, non, pre)
- Identify synonyms
- Differentiate between narrative and informational text
- Identify main idea in informational text
- Identify simple comparisons (e.g., big/little, before/after, up/down, start/finish)
- Identify elements of narrative text (e.g., character(s), setting)

Meets the 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:

- Determine meaning of words using root words, prefixes, suffixes, context clues, and text features
- Determine meaning of words using semantic relationships (e.g., synonyms, antonyms, comparisons)
- Identify narrative and informational genre
- Determine if author's purpose is to inform or entertain (e.g., storybook, textbook)
- Identify main idea, supporting information, and organizational patterns (e.g., sequence, cause/effect, comparison) in informational text
- Identify literary devices in narrative passages (e.g., metaphor, similes, comparisons)
- Identify elements of narrative text (e.g., plot [beginning, middle, ending])

Exceeds the 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:

- Apply semantic relationships of words (e.g., synonyms, antonyms, comparisons)
- Determine and apply meaning of words using root, prefixes and suffixes in science, mathematics, and social studies
- Identify narrative and informational genre
- Determine if author's purpose is to inform or entertain (e.g., magazine, newspaper)
- State main idea, supporting information, and organizational pattern (e.g., sequence, cause/effect, comparison) in informational text
- Explain literary devices in narrative passages (e.g., metaphor, similes, comparisons)
- Determine and apply elements of narrative text (e.g., character(s), setting, plot [beginning, middle, ending])

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

Below the 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 the 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 the 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)

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

Below the 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 the 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 the 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)