

BC Performance Standards

Reading

Revised 2009



Reading

REVISED 2009

Revised in 2009 to incorporate the learning outcomes from English Language Arts K-7 (2006) and English Language Arts 8-12 (2007) and some additional information on the use of the BC Performance Standards.



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About the BC Performance Standards

The BC performance standards have been developed for voluntary use in BC schools. They describe the professional judgments of a significant number of BC educators about standards and expectations for the following key areas of learning:

- ◆ reading
- ◆ writing
- ◆ numeracy
- ◆ social responsibility

The BC performance standards are intended as a resource to support ongoing instruction and assessment. The standards focus exclusively on performance assessment, where students are asked to apply the skills and strategies they have developed to complete complex, realistic tasks. The performance standards do not address all aspects of learning or curriculum; they are focused only on performance in the key areas noted above. They emphasize criterion-referenced assessment in which students' performance is compared to explicit criteria. The performance standards enable teachers, students, and parents to compare student performance to provincial standards.

The BC performance standards can be used for various assessment purposes:

- ◆ assessment **for** learning – formative assessment that supports and guides learning
- ◆ assessment **as** learning – formative assessment that involves students in guiding their own learning
- ◆ assessment **of** learning – summative assessment that documents student learning

Performance standards describe and characterize levels of actual performance in some key areas

Together,
curriculum and
performance
standards
describe what
students are
expected to
know and
the levels
they should
achieve.

Levels of Student Performance

The BC performance standards describe levels of achievement in key areas of learning. The performance standards answer the questions: “*How good is good enough?* What does it look like when a student’s work has met the expectations at this grade level?”

The BC performance standards describe student achievement in terms of prescribed learning outcomes in March-April of the school year and illustrate the following four levels of student performance:

NOT YET WITHIN EXPECTATIONS

- ◆ the work does not meet grade-level expectations
- ◆ there is little evidence of progress toward the relevant prescribed learning outcomes
- ◆ the situation needs intervention

MEETS EXPECTATIONS (MINIMAL LEVEL)

- ◆ the work may be inconsistent, but meets grade-level expectations at a minimal level
- ◆ there is evidence of progress toward relevant prescribed learning outcomes
- ◆ the student needs support in some areas

FULLY MEETS EXPECTATIONS

- ◆ the work meets grade-level expectations
- ◆ there is evidence that relevant prescribed learning outcomes have been accomplished

EXCEEDS EXPECTATIONS

- ◆ the work exceeds grade-level expectations in significant ways
- ◆ the student may benefit from extra challenges

Using the Standards

The BC performance standards are intended to support instructional decision-making. Teachers use a variety of methods to gather the information they need to assess, evaluate, and report on student learning. Possible methods include observations, student work portfolios, conferences, self- and peer assessment, classroom and standardized tests and performance tasks.

The BC performance standards give teachers one way to assess students' abilities to apply their learning in realistic performance tasks. Used with other methods, they can be an important part of a comprehensive assessment and evaluation system.

Performance
Standards
support
ongoing
instruction and
assessment

Guidelines

THE STANDARDS:

- ◆ should be used as part of regular classroom learning activities, within the context of ongoing classroom instruction.
- ◆ provide resources for assessing and evaluating the quality of a specific piece or a collection of student work from various subject areas. They can help to develop a profile of student achievement, typically based on three to seven pieces of work.
- ◆ assume that in most cases teachers are observing students as they work. Often, some evidence needed to make decisions comes from observations and conversations with students.
- ◆ allow for teachers to intervene where students are unable to complete a task independently. The level of assistance required is often one of the criteria for determining whether or not a student's work falls within grade-level expectations.
- ◆ may be adapted as needed. For example, this might include creating class-developed rating scales in age-appropriate language, developing IEPs or other tailored evaluation, or adjusting expectations for different times of the year.

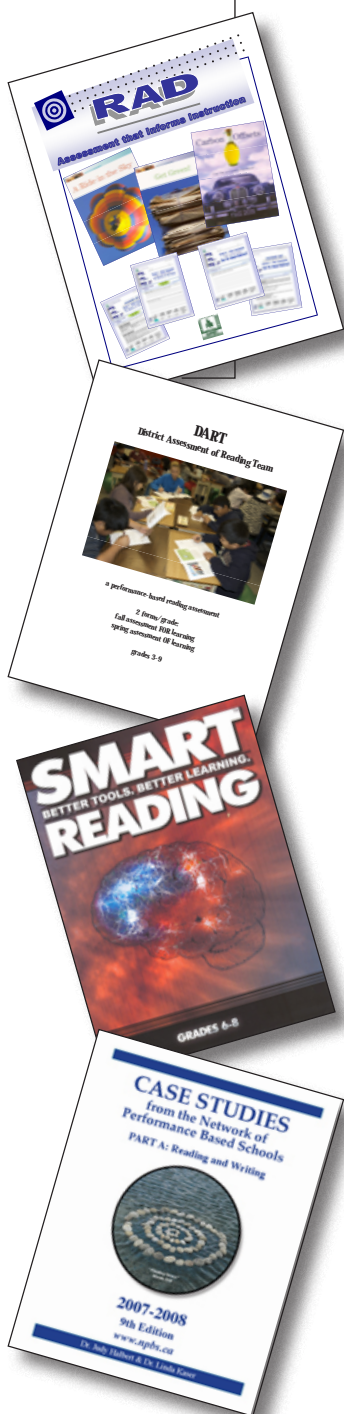
Adaptations

The BC Performance Standards reflect the participation and collective judgments of thousands of educators and thousands of students. They serve as a 'base' resource that educators are able to adapt and use to meet their needs for particular purposes. This ensures that BC educators continue to focus on a common set of standards and expectations, while at the same time, addressing specific needs. For example:

- ◆ Teachers frequently work with their students to develop 'kid-friendly' versions of the scales. This is most effective when students are involved in discussing the criteria and choosing the language.
- ◆ District assessments and other assessment tools often focus on selected criteria or aspects, and may involve re-wording or elaborating parts of a scale.
- ◆ Foundation Skills Assessment uses adaptations of the scales to suit the context of large-scale assessment.
- ◆ Districts and regions have created adaptations for summative end-of-grade assessments.
- ◆ Parts of the performance standard framework are often used in reporting.
- ◆ The criteria in various performance standards are used in commenting on student progress.
- ◆ Textbooks and accompanying teacher guides present adaptations focused on particular units of content or assignments.
- ◆ Educators have used the performance standards to create electronic templates that facilitate student self-assessment.

Groups of teachers across BC are using the performance standards in reading, writing, numeracy, and social responsibility as they engage in inquiry about learning. For example:

- ◆ The Network of Performance Based Schools is a province-wide action research community designed to improve student learning and to strengthen public education (www.npbs.ca).
- ◆ School-based learning teams often use BC PERFORMANCE STANDARDS as a focus for their inquiry.
- ◆ Districts sponsor action research groups where teachers from various schools focus on key aspects of learning.



Purposes

How the BC performance standards are used depends on the purpose for which they will be used.

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review • teachers adjust their plans and engage in corrective teaching in response to what they find out 	<p>Formative assessment is ongoing in the classroom</p> <ul style="list-style-type: none"> • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings 	<p>Summative assessment occurs at end of year or at key stages</p> <ul style="list-style-type: none"> • teacher assessment • in BC this is criterion-referenced, based on provincial curriculum • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards
<p>Purpose: Use BC Performance Standards (BCPS) to focus and monitor learning, provide feedback and, adjust instruction.</p> <p>Example uses/adaptations:</p> <ul style="list-style-type: none"> • Design learning activities and assessment tasks to provide evidence of the aspects of learning and the criteria described in the BCPS. • Develop a profile of a class or group of students to support instructional decision-making. • Focus instruction around selected criteria or aspects from BCPS, based on ongoing assessments. • Use criteria from BCPS to build shared understanding; make learning intentions explicit. • Use BCPS criteria to give students feedback on specific aspects of their learning, and on specific learning tasks. 	<p>Purpose: Use BC Performance Standards (BCPS) to engage students in discussing, reflecting on, assessing and shaping their own learning.</p> <p>Example uses/adaptations:</p> <ul style="list-style-type: none"> • Work with students to develop 'kid-friendly' versions of specific BCPS that are relevant to learning intentions • Provide copies of BCPS for student reference and self-assessment. • Work with students to develop class criteria, based on the BCPS, for specific purposes. • Use BCPS to guide conference and group discussions about learning intentions and evidence of learning. • Use BCPS criteria to develop/ use various self-assessment prompts and formats. • Have students use selected criteria from BCPS to guide peer feedback. 	<p>Purpose: Use BC Performance Standards (BCPS) to monitor and report on student learning.</p> <p>Example uses/adaptations:</p> <ul style="list-style-type: none"> • Document individual student progress in key areas of learning. • Use BCPS to identify students who will benefit from intervention. • Adapt BCPS to guide reporting and discussions with parents. • Use or adapt BCPS for use in school or district-wide assessments. • Use or adapt BCPS to develop evidence for school and district plans. • Focus on criteria in BCPS in school or district plans to improve achievement. • Use or adapt BCPS to evaluate programs and resources.

Where Performance Standards Are Used

BC Performance Standards are used to support learning at all levels of the school system in the province.

PROVINCIAL

- ◆ Provide basis for rating scales used in provincial assessments (Foundation Skills Assessment and English 10)
- ◆ Used as foundation for several sections and illustrations in the BC English Language Arts curriculum
- ◆ Used as a central resource for teacher inquiry in the Network of Performance Based Schools

DISTRICTS AND REGIONS

- ◆ Used in district assessments
- ◆ Provide basis for reporting systems
- ◆ Facilitate communication with community
- ◆ Offer a framework for collecting evidence for district plans
- ◆ Used in program and resource evaluations
- ◆ Provide framework for developing instructional resources

SCHOOLS

- ◆ Used in school-wide assessments
- ◆ Facilitate communication and articulation across grade levels
- ◆ Offer a framework for collecting evidence for school plans
- ◆ Used as part of reporting to parents
- ◆ Used to support and monitor school-wide initiatives

CLASSROOMS

- ◆ Provide descriptive feedback to students
- ◆ Offer a frame for developing criteria
- ◆ Support self-evaluation
- ◆ Consistent use of language: among teachers; with students; with parents
- ◆ Compare student performance to provincial standards
- ◆ Document evidence of student growth
- ◆ Help in report writing
- ◆ Provide exemplars teachers and students can refer to

SUPPORT SERVICES

- ◆ Facilitate communication between classroom teacher and support teachers
- ◆ Support development of IEPs
- ◆ Help to identify students who may benefit from intervention or extra challenges
- ◆ Provide framework for planning intervention
- ◆ Assist in communication with parents
- ◆ Document student growth

Factors for Success

Schools and teachers who have worked with the standards often emphasize the importance of the following factors:

- **The first priority is to improve learning**
- **Teachers take the initiative to use the standards**
- **In schools, the staff collaboratively chooses a focus and process**
- **Teachers work with their students to develop shared understanding**
- **Staff members have opportunities to collaborate, share experiences and results**

Performance Standards for Reading

The BC performance standards for reading describe student achievement in two types of reading: reading literature and reading information.

Reading is central to success in school and in life. Through reading, people access the ideas, information, and experiences that help them to understand themselves and their world. People read to experience enjoyment and personal satisfaction, and to learn and work more effectively.

Developing reading skills and strategies is a primary focus of English Language Arts; however, students extend and apply these skills across all curriculum areas. The BC performance standards help teachers assess the extent to which students are able to apply the skills and strategies in purposeful, age-appropriate reading tasks in all areas of the curriculum.



Aspects of Reading

The performance standards focus on three aspects of reading:

STRATEGIES

- ◆ using word skills and comprehension strategies
- ◆ evidence comes from conferences, observation, and listening to students read

COMPREHENSION

- ◆ identifying main ideas, events, characters, and supporting details
- ◆ predicting, making inferences, describing relationships
- ◆ making notes, answering questions accurately
- ◆ evidence comes from conferences, discussions, writing and representing activities, and oral presentations

RESPONSE AND ANALYSIS

- ◆ making connections between works read and other selections or own experiences
- ◆ offering opinions, critically analyzing the author's message and techniques
- ◆ evidence comes from conferences, discussions, writing and representing activities, and oral presentations

The specific criteria for each aspect vary depending on the type of reading and the grade level. These criteria are clearly described in the Rating Scales and Quick Scales.

Reading Materials

The performance standards for reading also provide information about the materials students may be expected to read at each grade level. This includes a description of types of materials, some sample titles, and a chart describing key characteristics.

The sample titles reflect materials used by practising teachers in their classrooms. They may be ministry recommended or locally approved. These titles are not intended to be “required reading.” Actual reading materials need to be chosen by classroom teachers to reflect the experiences and needs of their students.



Curriculum Connections

The four organizers of the English Language Arts curriculum relate to the three aspects of reading of the Reading Performance Standards. The performance standards are connected to the curriculum at a conceptual and holistic level, not at an outcome-by-outcome level.

Aspects of Reading

STRATEGIES

- using word skills and comprehension strategies

COMPREHENSION

- identifying main ideas, events, characters, and supporting details
- predicting, making inferences, describing relationships
- making notes, answering questions accurately

RESPONSE AND ANALYSIS

- making connections between works read and other selections or own experiences
- offering opinions, critically analyzing the author's message and techniques

Curriculum Organizers

Strategies (Reading and Viewing): Use strategies before, during, and after reading and viewing to increase comprehension and fluency

Features (Reading and Viewing): Use the structures and features of text to derive meaning from texts

Purposes (Reading and Viewing): Read and view to comprehend and respond to a variety of grade appropriate texts

Thinking (Reading and Viewing):
Use reading and viewing to make meaningful connections, and to improve and extend thinking
Reflect on, self-assess, and set goals for improvement in reading and viewing

Purposes (Reading and Viewing): Read and view to comprehend and respond to a variety of grade appropriate texts

Thinking (Reading and Viewing):
Use reading and viewing to make meaningful connections, and to improve and extend thinking
Reflect on, self-assess, and set goals for improvement in reading and viewing

Performance standards can be used to guide students' reflections, self-assessments and goal setting.

Students apply and extend their reading skills in other curriculum areas. In all areas, students need to use strategies to comprehend texts, identify the words in the texts, understand the meaning of these words, use information from texts to construct knowledge, and demonstrate their understanding.

- The Mathematics curriculum requires students to comprehend technical vocabulary, complex information, detailed directions and features such as graphs and charts.
- The Science curriculum requires students to develop the skills required for scientific and technological inquiry and for solving problems, many of which require reading.
- The Social Studies curriculum requires students to read and interpret features such as maps, legends, graphs, charts and info-graphics and to analyze primary sources.

Key Components

Rating Scale. This is the full version of the performance standards, with the four performance levels described in detail.

These key components are included for each type of reading at each grade level.

Rating Scale: Grade 9 Reading Literature				
Student achievement in reading literature by March-April of Grade 9 can generally be described as shown in this scale.*				
Aspect	Not Yet Within Expectations	Meets Expectations (Minimum Level)	Fully Meets Expectations	Exceeds Expectations
ANALYSIS	The student may need help to read simple, straightforward texts. Work is often vague or incomplete, and may include irrelevant or inaccurate material.	The student is able to read literature with some accuracy but does not read at a level of 100. Work is generally accurate but may be somewhat vague and occasionally incomplete, especially if the activity extends over a period of time.	The student is able to read literature with some complexity as described at the next level (page 106), and responds to complete tasks with work that is clear, well developed, and shows some insight.	The student is able to read literature that becomes complex in its form, or requires an understanding of the challenge of more complex types of meaning and responds to complete tasks with work that is precise, well developed, and insightful.
STRATEGIES	• often unaware of ways to adjust to deal with challenging material or reading problems • prior knowledge of genre • literary techniques	• may use specific direction to choose or adjust strategies for challenging material or reading problems • use prior knowledge and understanding of genre to make predictions and anticipate events • recognize some literary techniques and types of figurative language; may become frustrated when attempting to interpret it	• select and adjust strategies and rate of reading to deal with specific problems or features of the material, often resulting in skimming • use prior knowledge and understanding of genre to make predictions, support understanding, and interpret ideas • recognize and interpret some literary techniques, including figurative language	• makes deliberate and effective choices about how to approach challenging material • uses prior knowledge and understanding of a variety of genres to make predictions, support understanding, interpret ideas, and evaluate a work • recognizes and deals confidently with literary techniques, including figurative language
COMPREHENSION	• characters • events • setting • themes	• accurately identifies most main characters and events; may occasionally confuse sequence or details about the characters • may offer general rather than measured predictions about events in the selection • makes some simple inferences about character feelings and motivations, but generally prefers to make a literal interpretation • offers a logical interpretation of some parts of a relatively brief or simple selection	• accurately describes setting, characters, and events, and their relationships • makes and justifies logical predictions about events in the selection, but may be unable to project beyond the selection • makes simple inferences about characters, story events, and themes; provides specific evidence in support of these points • offers a logical interpretation of the theme or author's message; may deal with some complex issues on the choice	• describes and analyzes setting, characters, events, and their relationships • makes and justifies logical, often insightful, predictions about the selection and about events "beyond" the selection • makes inferences that show insight into characters, events, themes, and techniques; provides specific, detailed, and relevant evidence from the selection in support of these points • offers and supports insightful interpretations of themes, may risk going beyond the obvious to develop an unusual interpretation
RESPONSE AND REACTION	• connects to responses and other students' reactions	• may not distinguish between ideas and themes presented in the selection and own ideas and beliefs • may need specific direction to make connections to other selections • offers vague, general reactions or judgments with little or no logical support	• makes relatively straightforward, obvious connections between the selection and own ideas, beliefs, and knowledge • makes obvious connections to other selections with direction; can compare themes • offers reactions or judgments with some support; may be somewhat vague or general	• makes logical connections to own ideas, beliefs, and knowledge; may show some insight • relates themes to those in other selections and to current themes • offers reactions and judgments supported by reasons and examples

* Student performance will vary with the range of expectations for Grade 9 by March-April generally within the "Expected" and "Exceeds" descriptions, including the two extremes.

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BC PERFORMANCE STANDARDS: READING

GRADE 9: READING LITERATURE

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Quick Scale: Grade 9 Reading Literature

The Quick Scale is a summary of the Rating Scale that follows. But do not expect a student to reach all levels of the Quick Scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimum Level)	Fully Meets Expectations	Exceeds Expectations
ANALYSIS	The student may need help to read simple, straightforward texts. Work is often vague or incomplete.	The student is able to read literature with some accuracy but does not read at a level of 100. Work is clear and well developed, but may be somewhat vague or general.	The student is able to read literature with some complexity as described at the next level (page 106), and responds to complete tasks with work that is precise, well developed, and insightful.	The student is able to read literature that becomes complex in its form, or requires an understanding of the challenge of more complex types of meaning and responds to complete tasks with work that is precise, well developed, and insightful.
STRATEGIES	• often unaware of ways to adjust to deal with challenging material or reading problems • prior knowledge of genre • literary techniques	• may use specific direction to choose or adjust strategies for challenging material or reading problems • use prior knowledge and understanding of genre to make predictions and anticipate events • recognize some literary techniques and types of figurative language; may become frustrated when attempting to interpret it	• select and adjust strategies and rate of reading to deal with specific problems or features of the material, often resulting in skimming • use prior knowledge and understanding of genre to make predictions, support understanding, and interpret ideas • recognize and interpret some literary techniques, including figurative language	• makes deliberate and effective choices about how to approach challenging material • uses prior knowledge and understanding of a variety of genres to make predictions, support understanding, interpret ideas, and evaluate a work • recognizes and deals confidently with literary techniques, including figurative language
COMPREHENSION	• characters • events • setting • themes	• accurately identifies most main characters and events; may occasionally confuse sequence or details about the characters • may offer general rather than measured predictions about events in the selection • makes some simple inferences about character feelings and motivations, but generally prefers to make a literal interpretation • offers a logical interpretation of some parts of a relatively brief or simple selection	• accurately describes setting, characters, and events, and their relationships • makes and justifies logical predictions about events in the selection, but may be unable to project beyond the selection • makes simple inferences about characters, story events, and themes; provides specific evidence in support of these points • offers a logical interpretation of the theme or author's message; may deal with some complex issues on the choice	• describes and analyzes setting, characters, events, and their relationships • makes and justifies logical, often insightful, predictions about the selection and about events "beyond" the selection • makes inferences that show insight into characters, events, themes, and techniques; provides specific, detailed, and relevant evidence from the selection in support of these points • offers and supports insightful interpretations of themes, may risk going beyond the obvious to develop an unusual interpretation
RESPONSE AND REACTION	• connects to responses and other students' reactions	• may not distinguish between ideas and themes presented in the selection and own ideas and beliefs • may need specific direction to make connections to other selections • offers vague, general reactions or judgments with little or no logical support	• makes relatively straightforward, obvious connections between the selection and own ideas, beliefs, and knowledge • makes obvious connections to other selections with direction; can compare themes • offers reactions or judgments with some support; may be somewhat vague or general	• makes logical connections to own ideas, beliefs, and knowledge; may show some insight • relates themes to those in other selections and to current themes • offers reactions and judgments supported by reasons and examples

GRADE 9: READING LITERATURE

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Quick Scale. This is a short-form summary of the *Rating Scale*. *Quick Scales* are intended for daily use.

Teachers may also want to share them with students and parents.

Sample Task. This is a task developed by practising teachers to provide opportunities to assess student work in the skill area. Each sample task includes examples of student work. Teachers may use the tasks as given or as models. Any tasks used should first be reviewed for issues sensitive to the class or community.

Additional sample tasks, student work, and other support materials are available at the Ministry of Education's web site.

Sample Task: Summary and Response to a Poem

CONTEXT

In this class, students were frequently asked to summarize and respond to stories and poems, both orally and in writing. In the week before this activity, students read the poem "The Poison Tree" and wrote a summary and a response. The class discussed what makes a good summary and a good response, and they recorded the key criteria. The teacher provided feedback on their work.

PROCESS

The teacher briefly reviewed what students had learned about writing summaries and responses. Students then read the poem "The Poison Tree" independently and completed the following assignment.

- Write a summary (approximately one-half page) that answers the following questions:
 - What are the main ideas of the poem?
 - How are the main ideas related to life?
- Write a response (approximately one-half page) that focuses on one of the following:
 - How does this relate to your life?
 - What did you like/dislike or agree/disagree with?
 - What does this poem remind you of?

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BC PERFORMANCE STANDARDS: READING

Student Samples

For each task there is one example of student work at each of the four levels.

1 FULLY MEETS EXPECTATIONS

2 Teacher's Observations

The student has successfully integrated knowledge from other sources and personal experiences into his response.

- makes inferences about characters, events, and themes; provides specific evidence from the selection
- offers and supports logical interpretations of the theme; deals with some complex ideas
- makes logical connections to own ideas, beliefs, and knowledge; shows some insight
- offers reactions and judgments, supported by examples

3

	Level 1	Level 2	Level 3	Level 4
Reading				
Writing				
Speaking				
Thinking				

4

1. Summary

The main idea of this poem is that money and education doesn't always buy happiness. This poem is being told by the poorer workers in the city. The hard working men that are poor don't commit suicide because when they go home they go home to a loving family and have friends. Richard Cory must have been lonely and never had true friends so he shot himself. This poem is related to life in a few ways. In today's society there are a lot of very rich men and women that kill themselves. A few main reasons is that the media really bother them or their wealth makes people not feel right near them. This would make it so that they would get lonely and want to die. People also kill themselves because they have no spark or fun in their life and all they have is the same old schedule and same routine.

2. Transcript

The student may need help to read simple, straightforward novels, stories, and poetry and to complete assigned tasks. Work is often vague or incomplete and may include irrelevant or inaccurate material.

The student is able to read literature with some complexity (as described in the chart on page 130). Work is generally accurate but may be somewhat vague and occasionally incomplete, especially if the activity extend over a period of time.

The student is able to read literature with some complexity (as described in the chart on page 130) and responds to assigned tasks with work that is clear, well-developed, and shows some insight.

The student is able to read literature that features complex style, form, or language and sophisticated ideas; enjoys the challenge of more complex types of reasoning; and responds to assigned tasks with work that is precise and well-developed, and insightful.

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- Level of Work.**
- Teacher's Observations.** These are additional comments by the teacher and key relevant criteria from the *Rating Scale*.
- Rating Scale Icon.** This is a generalized summary of the scale completed by the teacher. Here is how the actual scale looks for this sample:

Rating Scale: Grade 9 Reading Literature

*Student achievement in reading literature by Month of Grade 9 can generally be described as shown in this table.**

April	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
ANALYSIS	The student may need help to read simple, straightforward novels, stories, and poetry and to complete assigned tasks. Work is often vague or incomplete and may include irrelevant or inaccurate material.	The student is able to read literature with some complexity (as described in the chart on page 130). Work is generally accurate but may be somewhat vague and occasionally incomplete, especially if the activity extend over a period of time.	The student is able to read literature with some complexity (as described in the chart on page 130) and responds to assigned tasks with work that is clear, well-developed, and shows some insight.	The student is able to read literature that features complex style, form, or language and sophisticated ideas; enjoys the challenge of more complex types of reasoning; and responds to assigned tasks with work that is precise and well-developed, and insightful.
STRATEGIES	<ul style="list-style-type: none"> • often unaware of ways to adjust to deal with challenging material or reading problems; tends to become frustrated and give up • either does not recognize the features of various genres or does not use that information to reading tasks • may not recognize literary techniques when they are used to interpret literary language literally 	<ul style="list-style-type: none"> • may need specific directions to choose or adjust strategies for challenging material or reading problems • uses prior knowledge and understanding of genres to make predictions and anticipate events • recognizes some literary techniques and types of figurative language; may become frustrated when attempting to interpret it 	<ul style="list-style-type: none"> • selects and adjusts strategies and rate of reading to deal with specific problems or features of the material, often rereading or skimming • uses prior knowledge and understanding of genres to make predictions, support understanding, and interpret ideas • recognizes and interprets some literary techniques, including figurative language 	<ul style="list-style-type: none"> • makes deliberate and effective choices about how to approach challenging material • uses prior knowledge and understanding of a variety of genres to make predictions, support understanding, interpret ideas, and evaluate a work • recognizes and deals confidently with literary techniques, including figurative language
COMPREHENSION	<ul style="list-style-type: none"> • accurately identifies most main characters and events; may occasionally confuse sequence or details about the characters • may offer guesses rather than measured predictions about events in the selection • makes some simple inferences about characters, feelings, and motivations that generally prefer to make a literal interpretation; offers a logical interpretation of some parts of a relatively brief or simple selection 	<ul style="list-style-type: none"> • accurately describes most main characters and events, and their relationships • makes and justifies logical predictions about events in the selection, but may be unable to predict beyond the selection • makes simple inferences about characters, story events, and themes; provides specific evidence as support, but may choose weak evidence or omit some key points • offers a logical interpretation of the theme and provides some evidence; tends to focus on the obvious 	<ul style="list-style-type: none"> • accurately and thoroughly describes setting, characters, and events, and their relationships • makes and justifies logical predictions about events in and "beyond" the selection • makes inferences about characters, story events, and themes; provides specific evidence as support • offers and supports logical interpretations of the theme or author's message; may deal with some complex ideas 	<ul style="list-style-type: none"> • describes and analyzes setting, characters, events, and themes, and their relationships • makes and justifies logical, often insightful, predictions about the selection and about events "beyond" the selection • makes inferences that show insights into characters, events, themes, and techniques; provides specific, detailed, and relevant evidence from the selection as support • offers and supports insightful interpretations of themes; may risk going beyond the obvious to develop an unusual interpretation
RESPONSE AND ANALYSIS	<ul style="list-style-type: none"> • may not distinguish between ideas and themes presented in the selection and own ideas and beliefs • may need specific directions to make connections to other selections • offers vague general reactions or judgments with little or no logical support 	<ul style="list-style-type: none"> • makes relatively straightforward, obvious connections between the selection and own ideas, beliefs, and knowledge • makes obvious connections to other selections; with directions, can compare themes • offers reactions or judgments with some support; may be somewhat vague or general 	<ul style="list-style-type: none"> • makes logical connections to own ideas, beliefs, and knowledge; may show some insight • relates themes to those in other selections and to universal themes • offers reactions and judgments, supported by reasons and examples 	<ul style="list-style-type: none"> • may synthesize selection themes with own ideas, beliefs, and knowledge to develop an imaginative response • relates themes and techniques to those in other selections; may make insightful comparisons • supports reactions, judgments, and analyses with measured arguments; may consider more than one interpretation

* Student performance that falls within the range of responses for Grade 9 may generally be described as "Beginning" and "Developing" depending on the task.

- Student Work.** This shows either a reproduction of the student's work or a portion of the student's original and a transcript of the entire piece. (Names of students and teachers have been changed where this information could be used to identify individuals.)

