Standard/Benchmark/Indicator
R.3.1.3.2
△ determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.

Explanation of Indicator
When a student encounters an unknown word, he should be able to use the clues from the surrounding words to figure out the meaning of the unknown word.

Instructional Example
Cover one word in a sentence with colored tape. The student uses the rest of the sentence, picture, or paragraph to determine what the word could be and/or mean.

Test Specification Notes (official)
- MC
- PB and NPB
- Passage types: N, E
- Tested words should be at least 1, and preferably 2 or more, grade levels above the student's grade level.

There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.

(recommended)
Do not test words defined in a glossary.

A grade-level word with a meaning above grade level can be tested.

Sample Item Shells
In Step 10, the word raw probably means

In the third paragraph, the word ravine means

In the first paragraph, the phrase “wolf down” probably means

Read the sentence below from the passage.
[space]
All the students in the class pooled their money together to buy one big gift.
[space]
In the sentence, the word pooled probably means

<table>
<thead>
<tr>
<th>Context Clues</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R.3.1.3.2</td>
<td></td>
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<td></td>
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</tbody>
</table>
### Standard 1 - Reading: The student reads and comprehends text across the curriculum.

**Benchmark 3: The student expands vocabulary.**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
<th>Seventh Grade</th>
<th>Eighth Grade</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, inflectional endings).</td>
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<td>Determines meaning of words through knowledge of word structure (e.g., root words, prefixes, suffixes).</td>
<td>Determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prepositions, and suffixes to understand complex words, including words in science, mathematics, and social studies.</td>
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</tbody>
</table>

- Identifies the difference between literal and figurative language when reading similes, metaphors, and idioms.
- Determines the meaning of figurative language by interpreting similes, metaphors, idioms, hyperbole, onomatopoeia, and personification.
- Identifies and determines the meaning of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.
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KS READING ASSESSMENT FACT SHEET 2007-08

General Information
- Administered annually beginning 2006
- Results used to calculate AYP
- Grades 3-8 and one grade at high school tested.
- A locally-selected diagnostic reading test administered at one grade level at K-2.
- High school students tested at the end of opportunity to learn
- Revised standards implemented in Fall 2005
- New tests implemented in Spring 2006
- Link to tested indicators: http://www.ksde.org/LinkClick.aspx?fileticket=G1ZPDbP 4fCk&tabid=159

Test Format
- Three 45-minute sessions
- Multiple forms for KCA and paper & pencil
- Universal design guidelines followed (Plain English) used on all forms
- All multiple-choice questions
- Four to eight items per indicator
- Accommodations allowed

Computerized Assessments (KCA)
- All grade levels will be available on-line
- Use of the KCA (on-line testing) will be optional
- No double testing

Performance Levels
- Five levels: Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, Academic Warning
- Cut scores were approved by State Board of Education, August 8, 2006
- Performance Level Descriptors are available online at http://www.ksde.org/LinkClick.aspx?fileticket=D2u7ql89Z 4xe=&tabid=420

Testing Window
- Preliminary dates are February 15, 2008- April 15, 2008
- Paper pencil answer sheet due to CETE on April 18, 2008
- OTL window is scheduled to open Oct. 1, 2008

Scores Reported
- Student performance levels
- Student percent correct
- Results by indicator for student

Available Released Items
- CETE - http://www.cete.ku.edu

Number of Students in a Grade Level (Building) Required for Disaggregation
- 30 for ELL, ethnicity, migrant, SES, and students with disabilities

Kansas Assessment with Multiple Measures (KAMM)
- The KAMM administered annually to identified students beginning in 2007
- Only 2% of district’s tested population may be classified as “Meets Standards” or higher using the KAMM
- Multiple Measure items will be added in 2007 – 2008

Alternate Assessments
- Administered annually to identified students in grades 3-8 and HS beginning in 2006
- Only 1% of district students may be classified as “Meets Standards” or higher using an alternate assessment

English Language Learner (ELL) Testing
- All ELL students will take the Kansas English Language Proficiency Assessment (KELPA).
- If a student enrolled after Feb. 18, 2007, that student does not have to take the Reading Assessment but does take the KELPA.
- ELL students may have the instructions of the reading test read to them, but not the test passages.
- Electronic translators and bilingual dictionaries are allowed.

Standard of Excellence
- Criteria for the Standard of Excellence are to be determined

AYP Reading Targets

<table>
<thead>
<tr>
<th>Year(s)</th>
<th>% of Students Meets Standards or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K-8 Target</td>
</tr>
<tr>
<td>2007</td>
<td>69.5</td>
</tr>
<tr>
<td>2008</td>
<td>75.6</td>
</tr>
<tr>
<td>2009</td>
<td>79.7</td>
</tr>
<tr>
<td>2010</td>
<td>83.7</td>
</tr>
<tr>
<td>2011</td>
<td>87.8</td>
</tr>
<tr>
<td>2012</td>
<td>91.9</td>
</tr>
<tr>
<td>2013</td>
<td>95.9</td>
</tr>
<tr>
<td>2014</td>
<td>100.0</td>
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</tbody>
</table>

Contact for Information
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785.296.3798

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