

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

Context Clues				
R.3.1.3.2				



Standard 1 - Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, inflectional endings).	▲Determines meaning of words through knowledge of word structure (e.g., ▲base words, ▲compound nouns, ▲contractions, inflectional endings).	▲Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes).	▲Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes).	▲Determines meaning of words through knowledge of word structure (e.g., contractions, ▲root words, ▲prefixes, ▲suffixes).	▲Determines meaning of words through knowledge of word structure (e.g., ▲root words, ▲prefixes, ▲suffixes).	▲Determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.	▲Determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.	▲Determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.
			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, analogies, hyperbole, onomatopoeia, and personification.	Determines the meaning of figurative language by interpreting similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, personification, and personification.	▲Identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and idioms.	▲Identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and idioms.	▲Identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, ▲idioms, ▲imagery, and symbolism.	▲Identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.
				Identifies the connotation and denotation of new words.	Recognizes the differences between the meanings of connotation and denotation.	Identifies word connotations and word denotations.	Identifies word connotations and word denotations.	Distinguishes between connotative and denotative meanings.	Discriminates between connotative and denotative meanings and interprets the connotative power of words.





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=G1ZPDbP4ZCk=&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=D2u7qk9Zyqc=&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

- Kan-Ed - <http://www.kan-ed.org>
- 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 text passages.
- Electronic translators and bilingual dictionaries are allowed.

Standard of Excellence

- Criteria for the Standard of Excellence are to be determined

AYP Reading Targets

Year(s)	% of Students Meets Standards or Higher	
	K-8 Target	9-12 Target
2007	69.5	65.0
2008	75.6	72.0
2009	79.7	76.7
2010	83.7	81.3
2011	87.8	86.0
2012	91.9	90.7
2013	95.9	95.3
2014	100.0	100.0

Contact for Information

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