

EARLY READING ASSESSMENT 2007

Kansas State Department of Education Assessments: K-3															
Reading Assessment (listed in alphabetical order)	Grades Assessed	Spanish Available	Group /Individual	Assessment Type			Reading Level(s) Determined	Five Essential Reading Components					Other Components		
				Screening	Diagnostic	Progress Monitoring		Phonemic and Phonological Awareness	Phonics	Comprehension	Vocabulary	Fluency	Language Development	Concepts of Print	Oral Reading Rate
Assessment of Literacy and Language (ALL) 2005 Edition	K-1		Individual	√	√		no	√	√	√	√		√	√	
Bader Reading and Language Inventory, 5 th Edition (BRLI)	K-3		Individual	√	√	√	yes	√	√	√		√	√	√	
Basic Reading Inventory, 9 th Edition (BRI)	K-3	√	Individual		√		yes	√	√	√	√	√			√
Comprehensive Reading Inventory (CRI) 2007 Edition	K-3	√	Individual		√		yes	√	√	√	√	√		√	√
Developmental Reading Assessment – 2 (DRA-2)	K-3	√	Individual		√	√	yes	√	√	√	√	√	√	√	√
Diagnostic Assessments of Reading, 2 nd Edition (DAR)	K-3		Individual		√		yes	√	√	√	√	√		√	√
Dynamic Indicators of Basic Early Literacy Skills, 6 th Edition (DIBELS)	K-3	√	Individual	√		√	no	√	√	√					√
Early Reading Diagnostic Assessment, 2 nd Edition (ERDA)	K-3	√	Individual	√	√	√	no	√	√	√	√	√		√	√
Expressive One Word Picture Vocabulary Test, 3 rd Edition	K-3	√	Individual	√		√	no				√				
Gates MacGinitie Reading Tests, 4 th Edition	K-3		Group	√	√	√	yes	√	√	√	√		√	√	

▼ Suggested list of Approved Assessments

▼ Descriptive information on each assessment can be found on the KSDE website



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Kansas State Department of Education Assessments: K-3														
Reading Assessment (listed in alphabetical order)	Grades Assessed	Spanish Available	Group /Individual	Assessment Type			Reading Level(s) Determined	Five Essential Reading Components					Other Components	
				Screening	Diagnostic	Progress Monitoring		Phonemic and Phonological Awareness	Phonics	Comprehension	Vocabulary	Fluency	Language Development	Concepts of Print
Gray Oral Reading Tests-4 (GORT-4)	K-3		Individual		√	√	yes		√	√				√
Group Reading Assessment and Diagnostic Evaluation, 2001 Edition (GRADE)	K-3		Individual and Group		√		no	√	√	√	√			
Observation Survey of Early Literacy Achievement, 2 nd Edition	K-1	√	Individual		√		yes		√					√
Peabody Picture Vocabulary Test, 4 th Edition (PPVT)	K-3	√	Individual	√			no				√		√	
Phonological Awareness Literacy Screening (PALS)	1-3		Individual	√	√	√	yes	√	√	√	√	√		√
Process Assessment of the Learner (PAL), 2001 Edition	K-3		Individual	√	√	√	no	√	√	√				
Qualitative Reading Inventory- 4 (QRI-4)	K-3		Individual		√		yes		√	√				√
Rigby ELL Assessment Kit Elementary, 2007 Edition	K-3		Individual	√	√		yes		√	√	√	√	√	√
Rigby Reads, 2005 Edition	K-3		Individual		√	√	yes	√	√	√	√	√		√
Stanford 10 Full Battery, 10 th Edition	K-3		Group	Summative			no	√	√	√	√		√	√

▼ Suggested list of Approved Assessments

▼ Descriptive information on each assessment can be found on the KSDE website



Assessment Framework for the Kansas State Reading Assessment
(General Education Assessment)

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

Benchmark 2: The student reads fluently.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
		R.2.1.2.1 ▲ Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at instructional or independent reading levels. (used only on the KS RK-4 Assessment)							



Assessment Framework for the Kansas State Reading Assessment
(General Education Assessment)

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
		R.2.1.3.2 ▲Determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs. (4 items)	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. (4 items)	R.4.1.3.1 ▲Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. (4 items)	R.5.1.3.1 ▲Determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. (4 items)	R.6.1.3.1 ▲Determines the meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs. (4 items)	R.7.1.3.1 ▲Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs. (4 items)	R.8.1.3.1 ▲Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs. (4 items)	R.HS.1.3.1 ▲Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs. (4 items)
		R.2.1.3.5 ▲Determines meaning of words through knowledge of word structure (e.g., ▲base words, ▲compound nouns, ▲contractions, inflectional endings). (4 items)	R.3.1.3.5 ▲Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes). (6 items)	R.4.1.3.4 ▲Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes). (6 items)	R.5.1.3.4 ▲Determines meaning of words through knowledge of word structure (e.g., contractions, ▲root words, ▲prefixes, ▲suffixes). (6 items)	R.6.1.3.4 ▲Determines meaning of words through knowledge of word structure (e.g., ▲root words, ▲prefixes, ▲suffixes). (4 items)	R.7.1.3.3 ▲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. (6 items)	R.8.1.3.3 ▲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. (6 items)	R.HS.1.3.3 ▲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. (6 items)



Assessment Framework for the Kansas State Reading Assessment
(General Education Assessment)

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
						R.6.1.3.5 ▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, hyperbole, onomatopoeia, personification, and idioms. (4 items)	R.7.1.3.4 ▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, and idioms. (6 items)	R.8.1.3.4 ▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, ▲ idioms, ▲ imagery, and symbolism. (6 items)	R.HS.1.3.4 ▲ Identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism. (6 items)



Assessment Framework for the Kansas State Reading Assessment
(General Education Assessment)

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

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
			R.3.1.4.2 ▲ Understands the purpose of text features (e.g., ▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.	R.4.1.4.2 ▲ Understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, ▲glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	R.5.1.4.2 ▲ Understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, ▲glossary, ▲index, ▲headings, ▲subheadings, topic and summary sentences, ▲captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	R.6.1.4.2 ▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.	R.7.1.4.2 ▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.	R.8.1.4.2 ▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.	R.HS.1.4.2 ▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.
			(4 items)	(4 items)	(4 items)	(4 items)	(4 items)	(4 items)	(4 items)



Assessment Framework for the Kansas State Reading Assessment
(General Education Assessment)

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

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
		R.2.1.4.5 ▲ Uses ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions. (4 items)	R.3.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions. (6 items)	R.4.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions. (6 items)	R.5.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions. (6 items)	R.6.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions. (6 items)	R.7.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions. (6 items)	R.8.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions. (6 items)	R.HS.1.4.5 ▲ Uses information from the text to make inferences and draw conclusions. (6 items)
						R.6.1.4.6 ▲ Analyzes how text structure (e.g., sequence, problem- solution, comparison- contrast, description, cause-effect) helps support comprehension of text. (6 items)	R.7.1.4.6 ▲ Analyzes how text structure (e.g., sequence, problem- solution, comparison- contrast, description, cause-effect) helps support comprehension of text. (6 items)	R.8.1.4.6 ▲ Analyzes how text structure (e.g., sequence, problem- solution, comparison- contrast, description, cause-effect) helps support comprehension of text. (6 items)	R.HS.1.4.6 ▲ Analyzes and evaluates how authors use text structure (e.g., sequence, problem- solution, comparison- contrast, description, cause-effect) to achieve their purposes. (6 items)
	R.1.1.4.7 ▲ Sequences events according to basic story structure of beginning, middle, and end. (4 items)	R.2.1.4.7 ▲ Sequences events according to basic story structure of beginning, middle, and end. (4 items)							



Assessment Framework for the Kansas State Reading Assessment
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Standard 1 - Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
			<p>R.3.1.4.8 ▲ Compares and contrasts information (e.g., topics, characters) in a text.</p> <p>(6 items)</p>	<p>R.4.1.4.7 ▲ Compares and contrasts information, (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.</p> <p>(6 items)</p>	<p>R.5.1.4.7 ▲ Compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.</p> <p>(6 items)</p>	<p>R.6.1.4.7 ▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.</p> <p>(6 items)</p>	<p>R.7.1.4.7 ▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.</p> <p>(6 items)</p>	<p>R.8.1.4.7 ▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques) in one or more appropriate-level texts.</p> <p>(6 items)</p>	<p>R.HS.1.4.7 ▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.</p> <p>(6 items)</p>
			<p>R.3.1.4.9 ▲ Links causes and effects in appropriate-level narrative and expository texts.</p> <p>(6 items)</p>	<p>R.4.1.4.8 ▲ Links causes and effects in appropriate-level narrative and expository texts.</p> <p>(6 items)</p>	<p>R.5.1.4.8 ▲ Links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.</p> <p>(6 items)</p>	<p>R.6.1.4.8 ▲ Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p> <p>(6 items)</p>	<p>R.7.1.4.8 ▲ Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p> <p>(6 items)</p>	<p>R.8.1.4.8 ▲ Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p> <p>(6 items)</p>	<p>R.HS.1.4.8 ▲ Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p> <p>(6 items)</p>



Assessment Framework for the Kansas State Reading Assessment
(General Education Assessment)

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

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
	R.1.1.4.9 ▲Retells or role plays important events and main ideas from narrative and expository texts.	R.2.1.4.10 ▲Retells or determines important events and main ideas from narrative and expository texts.	R.3.1.4.10 ▲Retells main ideas or events as well as supporting details in narrative and expository texts.	R.4.1.4.9 ▲Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.	R.5.1.4.9 ▲Retells main ideas or events as well as supporting details in appropriate-level narrative, expository, technical, and persuasive texts.	R.6.1.4.9 ▲Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, and technical texts in logical order.	R.7.1.4.9 ▲Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, and persuasive texts in logical order.	R.8.1.4.9 ▲Uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, and persuasive texts in logical order.	R.HS.1.4.9 ▲Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent. (4 items)
		(4 items)	(4 items)	(4 items)	(4 items)	(4 items)	(4 items)	(4 items)	
		R.2.1.4.11 ▲Identifies the topic, main idea, and supporting details in appropriate-level texts.	R.3.1.4.11 ▲Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	R.4.1.4.10 ▲Identifies the topic, main idea(s), and supporting details in appropriate-level texts.	R.5.1.4.10 ▲Identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.	R.6.1.4.10 ▲Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts. (6 items)	R.7.1.4.10 ▲Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts. (6 items)	R.8.1.4.10 ▲Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts. (6 items)	R.HS.1.4.10 ▲Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts. (6 items)
		(4 items)	(6 items)	(6 items)	(6 items)	(6 items)	(6 items)	(6 items)	(6 items)



Grade 5 Assessment Framework 3 Sessions

Grade 5	Standard 1- Reading Benchmark 3- Vocabulary	Standard 1- Reading Benchmark 4- Comprehension										Standard 2- Literature Benchmark 1- Literary Concepts		
Assessed Indicators	1 Context Clues	4 Word Structure	2 Text Features	5 Makes Inferences and Draws Conclusions	6 Identifies Text Structures	7 Compare and contrasts	8 Cause and Effect	9 Retells	10 Main Idea and details	11 Author's purpose	14 Fact and opinion	1 Character	2 Setting	3 Plot
Three Narrative passages	Yes	Yes	Yes	Yes	Limit	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Three Expository Passages	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
One Technical passage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
One Persuasive passage	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No
Non-passage based	Limit	Limit	Limit	No	No	No	No	No	No	No	No	No	No	No
Total items	4	6	4	6	6	6	6	4	6	4	4	6	6	6
Total number of items= 74														
Total number of assessed indicators = 14														

Key-

Yes- included on the state assessment

No- not included on the state assessment

Narrative Passages		38%
Expository Passages		38%
Technical Passages		13%
Persuasive Passages		13%
Approx. Word Count per passage		400-1200 words
Readability (Lexile)		750-950
Grade 5 Standards	Depth of Knowledge Levels	% w/in Standard by Level
Standard 1- Reading	1	9%
Standard 1- Reading	2	72%
Standard 1- Reading	3	18%
Standard 2- Literature	1	0%
Standard 2- Literature	2	33%
Standard 2- Literature	3	66%



Grade 6 Assessment Framework 3 Sessions

Grade 6	Standard 1- Reading Benchmark 3- Vocabulary			Standard 1- Reading Benchmark 4- Comprehension										Standard 2- Literature Benchmark 1- Literary Concepts		
Assessed Indicators	1 Context Clues	4 Word Structure	5 Figurative Language	2 Text Features	5 Makes Inferences and Draws Conclusions	6 Identifies Text Structures	7 Compare and contrasts	8 Cause and Effect	9 Summarize	10 Main Idea and details	11 Author's purpose	14 Persuasive Text	15 Fact and opinion	1 Character	2 Setting	3 Plot
Three Narrative passages	Yes	Yes	Yes	Yes	Yes	Limit	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Three Expository Passages	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
One Technical Passage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
One Persuasive Passage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Non- passage based	Limit	Limit	Limit	Limit	No	No	No	No	No	No	No	No	No	No	No	No
Total items	4	4	4	4	6	6	6	6	4	6	4	4	4	6	6	6
Total number of items= 80																
Total number of assessed indicators = 16																

Key-

Yes- included on the state assessment

No- not included on the state assessment

Narrative Passages	38%
Expository Passages	38%
Technical Passages	13%
Persuasive Passages	13%
Approx. Word Count per passage	500-1500 words
Readability (Lexile)	850-1050

Grade 6 Standards	Depth of Knowledge Levels	% w/in Standard by Level
Standard 1- Reading	1	7%
Standard 1- Reading	2	69%
Standard 1- Reading	3	23%
Standard 2- Literature	1	0%
Standard 2- Literature	2	0%
Standard 2- Literature	3	100%



Grade 7 Assessment Framework 3 Sessions

Grade 7	Standard 1- Reading Benchmark 3- Vocabulary			Standard 1- Reading Benchmark 4- Comprehension										Standard 2- Literature Benchmark 1- Literary Concepts		
Assessed Indicators	1 Context Clues	3 Word Structure	4 Figurative Language	2 Text Features	5 Makes Inferences and Draws Conclusions	6 Identifies Text Structures	7 Compare and contrasts	8 Cause and Effect	9 Summarize	10 Main Idea and details	11 Author's purpose	14 Persuasive Text	15 Fact and opinion	1 Character	2 Setting	3 Plot
Three Narrative passages	Yes	Yes	Yes	Yes	Yes	Limit	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Two Expository Passages	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Two Technical Passage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Two Persuasive Passage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Non- passage based	Limit	Limit	Limit	Limit	No	No	No	No	No	No	No	No	No	No	No	No
Total items	4	6	6	4	6	6	6	6	4	6	4	4	4	6	6	6
Total number of items= 84																
Total number of assessed indicators = 16																

Key-

Yes- included on the state assessment

No- not included on the state assessment

Narrative Passages	33%
Expository Passages	33%
Technical Passages	22%
Persuasive Passages	22%
Approx. Word Count per passage	500-1500 words
Readability (Lexile)	950-1075

Grade 7 Standards	Depth of Knowledge Levels	% w/in Standard by Level
Standard 1- Reading	1	0%
Standard 1- Reading	2	61%
Standard 1- Reading	3	38%
Standard 2- Literature	1	0%
Standard 2- Literature	2	0%
Standard 2- Literature	3	100%



Grade 8 Assessment Framework 3 Sessions

Grade 8	Standard 1- Reading Benchmark 3- Vocabulary			Standard 1- Reading Benchmark 4- Comprehension										Standard 2- Literature Benchmark 1- Literary Concepts		
Assessed Indicators	1 Context Clues	3 Word Structure	4 Figurative Language	2 Text Features	5 Makes Inferences and Draws Conclusions	6 Identifies Text Structures	7 Compare and contrasts	8 Cause and Effect	9 Summarize	10 Main Idea and details	11 Author's purpose	14 Persuasive Text	15 Fact and opinion	1 Character	2 Setting	3 Plot
Two Narrative passages	Yes	Yes	Yes	Yes	Yes	Limit	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Two Expository Passages	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Two Technical Passage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Two Persuasive Passage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Non- passage based	Limit	Limit	Limit	Limit	No	No	No	No	No	No	No	No	No	No	No	No
Total items	4	6	6	4	6	6	6	6	4	6	4	4	4	6	5	6
Total number of item s= 83																
Total number of assessed indicators = 16																

Key-

Yes- included on the state assessment

No- not included on the state assessment

Narrative Passages	25%
Expository Passages	25%
Persuasive Passages	25%
Technical Passages	25%
Approx. Word Count per passage	500-1500 words
Readability (Lexile)	1000-1100

Grade 8 Standards	Depth of Knowledge Levels	% w/in Standard by Level
Standard 1- Reading	1	0%
Standard 1- Reading	2	61%
Standard 1- Reading	3	38%
Standard 2- Literature	1	0%
Standard 2- Literature	2	0%
Standard 2- Literature	3	100%



Grade HS Assessment Framework 3 Sessions

Grade HS	Standard 1- Reading Benchmark 3- Vocabulary			Standard 1- Reading Benchmark 4- Comprehension										Standard 2- Literature Benchmark 1- Literary Concepts		
Assessed Indicators	1 Context Clues	3 Word Structure	4 Figurative Language	2 Text Features	5 Makes Inferences and Draws Conclusions	6 Identifies Text Structures	7 Compare and contrasts	8 Cause and Effect	9 Summarize	10 Main Idea and details	11 Author's purpose	14 Persuasive Text	15 Fact and opinion	1 Character	2 Setting	3 Plot
Two Narrative passages	Yes	Yes	Yes	Yes	Yes	Limit	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Two Expository Passages	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Two Technical Passage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Two Persuasive Passage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Non- passage based	Limit	Limit	Limit	Limit	No	No	No	No	No	No	No	No	No	No	No	No
Total items	4	6	6	4	6	6	6	6	4	6	4	4	4	5	5	5
Total number of item s= 81																
Total number of assessed indicators = 16																

Key-

Yes- included on the state assessment

No- not included on the state assessment

Narrative Passages	25%
Expository Passages	25%
Technical Passages	25%
Persuasive Passages	25%
Approx. Word Count per passage	500-2000 words
Readability (Lexile)	1075-1200

Grade HS Standards	Depth of Knowledge Levels	% w/in Standard by Level
Standard 1- Reading	1	0%
Standard 1- Reading	2	
Standard 1- Reading	3	
Standard 2- Literature	1	0%
Standard 2- Literature	2	
Standard 2- Literature	3	



SAMPLE READING ASSESSMENT

Based on Released Passage and Items
From 8th Grade Kansas Reading
Assessment



Read the following passage and answer the questions by circling the correct answer.

Rail Transportation Occupations

More than a century ago, freight and passenger railroads were the ties binding the Nation together and the engine driving the economy. Today, rail transportation remains a vital link in our Nation's transportation network and economy. Railroads deliver billions of tons of freight and thousands of travelers to destinations throughout the Nation, while subways and light-rail systems transport millions of passengers within metropolitan areas.

Locomotive engineers are among the most experienced and skilled workers on the railroad. Locomotive engineers operate large trains carrying cargo and passengers between stations. Most engineers run diesel locomotives, while a few operate electrically powered locomotives.

Before and after each run, engineers check the mechanical condition of their locomotive and make minor adjustments on the spot. Engineers receive starting instructions from conductors and move controls such as throttles and airbrakes to drive the locomotive. They monitor gauges and meters that measure speed, amperage, battery charge, and air pressure, both in the brake lines and in the main reservoir.

On the open rail and in the yard, engineers confer with conductors and traffic control center personnel via two-way radio or mobile telephone to issue or receive information concerning stops, delays, and train locations. They interpret and comply with orders, signals, speed limits, and railroad rules and regulations. They must have a thorough knowledge of the signaling systems, yards, and terminals on routes over which they operate. Engineers must be constantly aware of the condition and makeup of their train, because trains react differently to acceleration, braking, and curves, depending on the grade and condition of the rail, the number of cars, the ratio of empty to loaded cars, and the amount of slack in the train.

Rail yard engineers, dinkey operators, and hostlers drive switching or small "dinkey" engines within railroad yards, industrial plants, mines and quarries, or construction projects.

Railroad conductors coordinate the activities of freight and passenger train crews. Railroad conductors assigned to freight trains review schedules, switching



orders, waybills, and shipping records to obtain loading and unloading information regarding their cargo. Conductors assigned to passenger trains also ensure passenger safety and comfort as they go about collecting tickets and fares, making announcements for the benefit of passengers, and coordinating activities of the crew to provide passenger services.

Before a train leaves the terminal, the conductor and engineer discuss instructions received from the dispatcher concerning the train's route, timetable, and cargo. During the run, conductors use two-way radios and mobile telephones to communicate with dispatchers, engineers, and conductors of other trains. Conductors use dispatch or electronic monitoring devices that relay information about equipment problems on the train or the rail. They may arrange for the removal of defective cars from the train for repairs at the nearest station or stop. In addition, conductors may discuss alternative routes if there is a defect or obstruction on the rail.

Yardmasters coordinate activities of workers engaged in railroad traffic operations. These activities include making up or breaking up trains and switching inbound or outbound traffic to a specific section of the line. Some cars are sent to unload their cargo on special tracks, while other cars are moved to other tracks to await assemblage into new trains destined for different cities. Yardmasters inform engineers where to move the cars to fit the planned train configuration. Switches, many of them operated remotely by computer, divert the locomotive or cars to the proper track for coupling and uncoupling.

Railroad brake, signal, and switch operators perform a variety of activities, such as operating track switches to route cars to different sections of the yard. They may signal engineers and set warning signals, help to couple and uncouple rolling stock to make up or break up trains, or inspect couplings, airhoses, and handbrakes. Traditionally, freight train crews included either one or two brake operators — one in the locomotive with the engineer and another who rode with the conductor in the rear car. Brake operators worked under the direction of conductors and did the physical work involved in adding and removing cars at railroad stations and assembling and disassembling trains in railroad yards. In an effort to reduce costs and take advantage of new technology, most railroads have phased out brake operators. Many modern freight trains use only an engineer and a conductor, stationed with the engineer, because new visual instrumentation and monitoring devices have eliminated the need for crewmembers located at the rear of the train.

In contrast to other rail transportation workers, subway and streetcar operators generally work for public transit authorities instead of railroads.

Subway operators control trains that transport passengers throughout a city and its suburbs. The trains run in underground tunnels, on the surface, or on elevated tracks. Operators must stay alert to observe signals along the track that indicate when they must start, slow, or stop their train. They also make announcements to riders, may open and close the doors of the train, and ensure that passengers get on and off the subway safely.

To meet predetermined schedules, operators must control the train's speed and the amount of time spent at each station. Increasingly, however, these functions are controlled by computers and not by the operator. When breakdowns or emergencies



occur, operators contact their dispatcher or supervisor and may have to evacuate cars.

Streetcar operators drive electric-powered streetcars, trolleys, or light-rail vehicles that are similar to streetcars that transport passengers in metropolitan areas. Some tracks may be recessed in city streets or have grade crossings, so operators must observe traffic signals and cope with car and truck traffic. Operators start, slow, and stop their cars so that passengers may get on and off with ease. Operators may collect fares and issue change and transfers. They also answer questions from passengers concerning fares, schedules, and routes.

1. According to the passage, which is **not** a duty of a streetcar operator?

- A. collecting fares
- B. issuing transfers
- C. reviewing waybills
- D. answering questions

2. According to the passage, which type of worker drives trolleys?

- A. rail yard engineers
- B. streetcar operators
- C. railroad conductors
- D. locomotive engineers

3. Based on the passage, railroads often choose to use computers instead of brake operators **most likely** because computers are

- A. more helpful.
- B. less expensive.
- C. more dependable.
- D. less complicated.

4. Based on the passage, yardmasters most likely do **not**

- A. give instructions.
 - B. deal with passengers.
 - C. operate switches.
 - D. communicate with workers.
-



5. Engineers must be aware of the ratio of empty to loaded cars on their trains and the condition of the rails because these can affect the

- A. way the train reacts to braking and acceleration.
 - B. collection of fares and issuing of transfers to passengers.
 - C. method used to assemble the train in the yard.
 - D. relay of information about equipment problems to operators.
-

6. In the first sentence, the descriptions of railroads as "the ties binding the Nation together" and "the engine driving the economy" are examples of which type of figurative language?

- A. metaphor
 - B. onomatopoeia
 - C. simile
 - D. personification
-

7. Phrases like *locomotive engineers* and *yardmasters* at the beginning of some paragraphs are in italics because they are

- A. the names of trains.
 - B. difficult to pronounce.
 - C. from a foreign language.
 - D. the jobs being described.
-

8. Switch operators route cars to different sections of the yard in order to

- A. issue transfers.
 - B. review schedules.
 - C. let passengers off.
 - D. inspect equipment.
-

9. The **main** topic of the passage is the

- A. decline of rail transportation jobs.
 - B. availability of rail transportation jobs.
 - C. types of rail transportation jobs.
 - D. training needed for rail transportation jobs.
-

10. The author uses description as the structure of the passage **mainly** to

- A. compare other jobs to railway jobs.
 - B. persuade readers to get a railway job.
 - C. explain the nature of each railway job.
 - D. tell readers how to apply for railway jobs.
-



Answer Key

Rail Transportation Occupations

1. According to the passage, which is **not** a duty of a streetcar operator? (R.8.1.4.10)

Correct Answer: C

2. According to the passage, which type of worker drives trolleys? (R.8.1.4.10)

Correct Answer: B

3. Based on the passage, railroads often choose to use computers instead of brake operators **most likely** because computers are (R.8.1.4.8)

Correct Answer: B

4. Based on the passage, yardmasters most likely do **not** (R.8.1.4.5)

Correct Answer: B

5. Engineers must be aware of the ratio of empty to loaded cars on their trains and the condition of the rails because these can affect the (R.8.1.4.8)

Correct Answer: A

6. In the first sentence, the descriptions of railroads as "the ties binding the Nation together" and "the engine driving the economy" are examples of which type of figurative language? (R.8.1.3.4)

Correct Answer: A

7. Phrases like *locomotive engineers* and *yardmasters* at the beginning of some paragraphs are in italics because they are (R.8.1.4.2)

Correct Answer: D

8. Switch operators route cars to different sections of the yard in order to (R.8.1.4.8)

Correct Answer: D

9. The **main** topic of the passage is the (R.8.1.4.10)

Correct Answer: C

10. The author uses description as the structure of the passage **mainly** to (R.8.1.4.6)

Correct Answer: C



ASSESSABLE INDICATORS FROM THE KANSAS COMMUNICATION ARTS STANDARDS

(Organized by Grade Level with Test Specification Notes)

With WestEd Additions—May 24, 2005

January 2005

NOTE: Beginning September 2004, the representatives from the reading committee suggested
that all indicators will have at least 4 items
and
that student reporting on the indicator level will reflect each assessed indicator.

Therefore, the double deltas will become a single delta throughout the document.



Key for Coding and Test Specification Abbreviations

Standards Coding Scheme:

R = Reading/literature standards
HS = High School

The code that precedes each assessable indicator is constructed as follows:

Subject . Grade Level . Standard Number . Benchmark Number . Indicator Number

For Example, the code R.8.1.4.5 stands for the following: Reading, Grade 8, Standard 1, Benchmark 4, Indicator 5.

Item Types:

MC = Multiple-choice items
CR = Constructed-response items
PB = Passage-based items (i.e., items that are based on a reading passage of one or more pages)
NPB = Non-passage-based items (i.e., items that are based on one or two sentences or a short paragraph)

Passage Types:

N = Narrative
E = Expository
T = Technical
P = Persuasive

Miscellaneous

TBD = To be determined
CA= Correct Answer
AC= Answer Choice



Grade 5

Assessable Indicator	Test Specification Notes (official)
<p>R.5.1.3.1 ▲ determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.</p>	<ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E, T, P • Tested words should be 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.
Sample Item Shells	Test Specification Notes (recommended)
<ul style="list-style-type: none"> • In Step 10, the word <u>erupt</u> probably means • In the third paragraph, the word <u>convey</u> means • In the first paragraph, the phrase "keen on" probably means • Read the sentence below from the passage. [space] Because of the <u>famine</u>, people left their homes in search of food. [space] In the sentence, the word <u>famine</u> probably means 	<ul style="list-style-type: none"> • Do not test words defined in a glossary.

