Reading — Academic Skills

SCORE RANGE 6–14	SCORE RANGE 15–19	SCORE RANGE 20–24
Students in this score band are beginning to obtain the basic foundational skills to be college ready.	**A typical student in this score band can do the following:** • Read a moderately challenging passage closely to identify explicitly stated information or ideas • Determine the best textual evidence for a simple inference [COE] • Identify the central idea or theme of a passage that has a single, clear purpose • Identify a simple relationship between information, ideas, or people depicted in a passage (e.g., recognizing a basic cause, effect, comparison, contrast, or sequence) • Determine the meaning of a relatively common word or phrase using clear context clues [WIC] • Recognize a straightforward similarity or difference in a pair of moderately challenging passages • Locate data or make a simple accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the size of two clearly labeled bars representing easy-to-interpret values) [COE]	**A typical student in this score band can do the following:** • Read a moderately challenging passage closely to draw a reasonable inference • Determine the best textual evidence for an inference when both evidence and inference are relatively obvious and direct (e.g., a clearly stated fact as evidence for a simple inference) [COE] • Determine the central idea or theme of a moderately challenging passage • Determine a straightforward relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship) • Determine the meaning of a common high-utility academic word or phrase, especially when clear context clues are available (e.g., when the passage's topic suggests a likely definition); determine the meaning of a simple figurative expression [WIC] • Determine the main purpose or effect of an author's word choice in a moderately challenging passage [WIC] • Identify the narrator's point of view in a literary passage; determine the author's perspective in a moderately challenging informational passage • Determine the implicit main purpose of a moderately challenging passage or of one of its paragraphs; identify a clearly indicated main purpose of a complex passage • Identify a similarity or difference in a pair of moderately challenging passages (e.g., recognizing that a particular detail appears in one passage but not in the other) • Locate data or make a straightforward accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing the sizes of numerous bars; determining which of two lines, each revealing a clear trend, represents a generally higher value) [COE]

KEY: COE = Command of Evidence; WIC = Words in Context

Reading — Academic Skills

SCORE RANGE 25–29

A typical student in this score band can do the following:

- Read a complex passage closely to identify explicitly stated information or ideas or to draw a relatively simple reasonable inference
- Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis [COE]
- Determine the central idea or theme of a complex passage
- Determine a relationship between information, ideas, or people depicted in a passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a relatively common high-utility academic word or phrase in context; determine the meaning of a straightforward figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a complex passage or in a simpler passage when the purpose or effect is somewhat subtle (e.g., an author using words to convey a particular emotion) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is straightforward (e.g., providing an example or factual support)
- Draw a straightforward reasonable inference about point of view or perspective in a complex passage (e.g., identifying the impact of a technique the author uses to shape point of view in a literary passage; distinguishing among the multiple perspectives in an informational passage)
- Determine the main purpose of a complex passage
- Establish a similarity or difference in how authors present information or ideas (e.g., in terms of point of view, structure, or relationships) in a pair of complex passages
- Locate data or make an accurate interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., drawing a valid conclusion based on an understanding of a bar graph's overall purpose; summarizing a clear trend from several data points); draw a straightforward supportable connection between a graphic and its accompanying passage (e.g., determining a graphic's clear main purpose and finding a matching assertion in the passage) [COE]

SCORE RANGE 30–34

A typical student in this score band can do the following:

- Read a complex passage closely to draw a reasonable inference
- Determine the best textual evidence for an inference when the evidence requires some interpretation or analysis and the inference requires close reading [COE]
- Determine the central idea or theme of a complex passage that features several important ideas
- Recognize an accurate summary
- Determine a relationship between information, ideas, or people depicted in a complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of a relatively uncommon high-utility academic word or phrase in context; determine the meaning of a moderately challenging figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a complex passage or in a simpler passage when the purpose or effect is fairly subtle or complex (e.g., an author using wordplay or parody) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole
- Draw a reasonable inference about point of view or perspective in a complex passage (e.g., identifying where point of view switches in a literary passage; distinguishing among conflicting perspectives in an informational passage)
- Determine the main purpose of a complex passage or of one of its paragraphs
- Determine a claim or counterclaim in a complex argument; analyze a subtle argumentative technique (e.g., an application of a principle) or flaw (e.g., an author using weak reasoning in support of a claim)
- Compare two authors' positions in a pair of complex passages (e.g., determining the extent to which two authors agree or disagree about a claim)
- Make an accurate, somewhat subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of two variables; recognizing an implication of the values represented on a table); draw a supportable connection between a graphic and its accompanying passage (e.g., characterizing a broad trend exhibited in a graph using the concepts and language of the passage) [COE]

SCORE RANGE 35–40

A typical student in this score band can do the following:

- Read a highly complex passage closely to identify explicitly stated information or ideas or to draw a reasonable inference
- Determine the best textual evidence for an inference when the evidence is subtle, abstract, or figurative and the inference requires multiple steps [COE]
- Determine the central idea or theme of a highly complex passage
- Determine a relationship between information, ideas, or people depicted in a highly complex passage (e.g., establishing a cause-effect, comparison-contrast, or sequential relationship)
- Determine the meaning of an uncommon high-utility academic word or phrase in context, including an archaic usage found in a text from an earlier time period; determine the meaning of a subtle or complex figurative expression [WIC]
- Determine the main purpose or effect of an author's word choice in a highly complex passage or in a simpler passage when the purpose or effect is subtle or complex (e.g., an author establishing meaning chiefly through tone via understatement, exaggeration, or sarcasm) [WIC]
- Determine the main purpose of a portion of a passage (e.g., a detail or a metaphor) in relation to the passage as a whole when the purpose is subtle or complex (e.g., an author using rhetorical questions to indicate self-evident truths)
- Draw a nuanced inference about point of view or perspective in a complex or highly complex passage (e.g., tracing a subtle shift in point of view in a literary passage; associating particular opinions with the individuals who hold them in an informational passage)
- Determine the main purpose of a highly complex passage or of one of its paragraphs
- Compare two authors' positions in a pair of highly complex passages or in a simpler pair when the comparison is subtle or complex (e.g., determining the extent to which two authors agree or disagree philosophically)
- Make an accurate subtle or complex interpretation of data in an informational graphic, such as a table, graph, or chart (e.g., comparing results in terms of three or more variables; determining which individual bars in a bar graph ["paid vacation," "health insurance"] can reasonably be considered part of an overarching category ["job benefits"]); draw a subtle or complex supportable connection between a graphic and its accompanying passage (e.g., summarizing the results displayed in a table using the concepts and language of the passage) [COE]

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