

# Illinois Reading Assessment Framework PSAE Grade 11

State Assessments Beginning  
Spring 2006

Illinois State Board of Education

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# Introduction to the Illinois Reading Assessment Framework

## PSAE Grade 11

The Illinois Reading Assessment Framework for PSAE Grade 11 is designed to assist educators, test developers, policy makers, and the public by clearly defining those elements of the Illinois Learning Standards that are suitable for state testing. It is not designed to replace a local reading curriculum and should not be considered a state reading curriculum. The Framework defines the reading content that will be assessed in the Prairie State Achievement Examination (PSAE) beginning with the 2005-06 school year.

### Assessment Objectives

The Framework contains assessment objectives, clear and concise statements of testable material at grade 11. Each assessment objective was derived from the Illinois Learning Standards and Performance Descriptors ([www.isbe.net/ils](http://www.isbe.net/ils)). Due to practical limitations, each year's assessment will measure a sample of the content in the Framework, as well as a different subset of the content, and there will be sufficient overlap from year to year to allow annual comparisons. Therefore, every objective will not be measured every year. The assessment objectives reflect a combination of the ACT Assessment<sup>®</sup> Reading Test and the WorkKeys<sup>®</sup> *Reading for Information* Assessment. They do not represent either the ACT Assessment Reading Test or the WorkKeys *Reading for Information* Assessment in isolation.

### Content Emphasis and Reports

While the precise content on each year's assessment will vary somewhat from year to year, the relative emphasis on the State Goals and Illinois Learning Standards will not. The categories of assessment objectives are described in the Reading Content Assessment Objective Categories on page 7. In addition to an overall PSAE Reading score, an ACT Assessment Reading Test score, and a WorkKeys *Reading for Information* Assessment score, as much information as possible will be reported.

### Reading Assessment Structure

The reading portion of the PSAE is comprised of two components: the ACT Assessment Reading Test on Day 1 and the WorkKeys *Reading for Information* Assessment on Day 2. Each component contributes 50% to the total PSAE Reading scale score.

### Framework Structure

This document employs a general organizational structure designed for ease of use. Each State Goal for reading is the main organizer, followed by the Illinois Learning Standards for English Language Arts within each of these State Goals. Each assessment objective has a unique identifier with three components.

*Example: 1.11.01*

<i>1</i>	<i>11</i>	<i>01</i>
<i>State Goal</i>	<i>Grade Level</i>	<i>Objective Number</i>

The first component, "1," indicates the numbered State Goal as defined in the Illinois Learning Standards. The second component, "11," indicates the grade level. The third component, "01," indicates that this is the first assessment objective for this State Goal at this grade level.

## **Cognitive Complexity**

Cognitive complexity refers to the level of reasoning called for by an assessment objective. For example, some assessment objectives require simple recall, while others may require more complex levels of reasoning and/or application of knowledge and skills.

The ACT Assessment Reading Test will require students to derive meaning from several texts by (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings. Specifically, questions will ask students to use referring and reasoning skills to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; and analyze the author's or narrator's voice and method.

The WorkKeys *Reading for Information* Assessment will contain questions at progressive levels of complexity. The questions require students to identify details and key concepts explicitly stated and implied; recognize sequence of events and placement of steps in a procedure; understand simple to complex instructions and their application; identify word meanings, including technical jargon, multiple meanings, and acronyms; and generalize across texts and from text to similar situations.

## **Passage Selection**

The ACT Assessment Reading Test measures reading comprehension. The assessment consists of prose passages that are representative of the level and kinds of text commonly encountered in college freshman curricula. Test questions do not test the rote recall of facts from outside the passage, isolated vocabulary items, or rules of formal logic.

The WorkKeys *Reading for Information* Assessment measures the skills people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience.

## Excerpt from *Illinois Learning Standards*<sup>1</sup>

The *Illinois Learning Standards for English Language Arts* goals and standards were developed using the 1985 State Goals for Language Arts, various state and national standards drafts, and local education standards contributed by team members. Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace, and essential to life as productive citizens.

English language arts includes reading, writing, speaking, listening, and the study of literature. In addition, students must be able to study, retain, and use information from many sources. Through the study of the English language arts, students should be able to read fluently, understanding a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. As students progress, a structured study of literature will allow them to recognize universal themes and to compare styles and ideas across authors and eras.

### **APPLICATIONS OF LEARNING**

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace, and in the community.

### **SOLVING PROBLEMS**

**Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.**

Solving problems demands that students be able to read and listen, comprehend ideas, ask and answer questions, clearly convey their own ideas through written and oral means, and explain their reasoning. Comprehending reading materials and editing and revising writing are in themselves forms of complex problem solving. The ability to locate, acquire, and organize information from various sources, print and electronic, is essential to solving problems involving research. In all fields—English language arts, mathematics, science, social studies, and others, the command of language is essential in stating and reasoning through problems and conveying results.

### **COMMUNICATING**

**Express and interpret information and ideas.**

Communication is the essence of English language arts, and communication surrounds us today in many forms. Individuals and groups of people exchange ideas and information—oral and written—at lunch tables, through newspapers, magazines, radio, and television, as well as the internet. From the simplest, shortest conversations to the most complex technical manuals, language is the basis of all human communication. A strong command of reading, writing, speaking, and listening is vital for communicating in the home, school, workplace, and beyond.

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<sup>1</sup> Illinois State Board of Education (1997). *Illinois Learning Standards*

## **USING TECHNOLOGY**

**Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.**

Computers and telecommunications have become the basic means for creating messages and relaying information. Audio and visual media are used for both creative and practical forms of communication. The use of the internet is now commonplace among researchers, authors, farmers, and auto mechanics. Skilled use of these technologies provides students with necessary opportunities to search and process information, be in touch with experts, prepare documents, and learn and communicate in new, more effective ways.

## **WORKING ON TEAMS**

**Learn and contribute productively as individuals and as members of groups.**

In sports, the workplace, family and elsewhere, teamwork requires skill in the use of language. People must speak clearly and listen well as they share ideas, plans, instructions, and evaluations. In researching and bringing outside information to a team, individuals must be able to search, select, and understand a variety of sources. Documenting progress and reporting results demand the ability to organize information and convey it clearly. Those who can read, write, speak, and listen well are valuable contributors in any setting where people are working together to achieve shared goals.

## **MAKING CONNECTIONS**

**Recognize and apply connections of important information and ideas within and among learning areas.**

The parts of English language arts are closely interconnected. Reading and writing provide the means to receive and send written messages. Likewise, listening and speaking enable people to receive and send oral information. Speaking and writing are the creative components, while listening and reading are the receptive components of language through which people access knowledge and demonstrate its applications. Proficiency in these skills clearly supports learning in all academic areas.

**STATE GOAL 1: Read with understanding and fluency.**

**Why This Goal Is Important:** Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and a host of other materials. Using strategies for constructing meaning before, during, and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

**STANDARD 1A**

**Apply word analysis and vocabulary skills to comprehend selections.**

**STANDARD 1B**

**Apply reading strategies to improve understanding and fluency.**

**STANDARD 1C**

**Comprehend a broad range of reading materials.**

## Reading Content Assessment Objective Categories (PSAE Grade 11)

The ACT Assessment Reading Test and WorkKeys *Reading for Information* Assessment components will focus on the following assessment objective categories of State Goal 1 Reading.

### **Standard 1A – Vocabulary Development**

Words in Context

### **Standards 1B/1C – Reading Strategies**

### **Standard 1C – Reading Comprehension**

Literal or Simple Inference

Summarizing and Main Idea

Sequencing and Ordering

Drawing Conclusions Based on Evidence

Interpreting Instructions

Author's Purpose and Design

Note: The reading portion of the PSAE is a combination of the ACT Assessment Reading Test component and the WorkKeys *Reading for Information* Assessment component. **Note Added on 3/18/08:** A new scoring methodology was announced that affects only reading and mathematics. For more information, please see <http://www.isbe.net/assessment/listserv/2008/mar14.htm>.

## Reading – State Goal 1

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### Grade 11

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#### STANDARD 1A – VOCABULARY DEVELOPMENT

##### Words in Context

**1.11.01** Determine the connotation of a familiar or unfamiliar word using word, sentence, and cross-sentence clues.

**1.11.02** Determine the meaning of a word in context when the word has multiple meanings.

**1.11.03** Determine the meaning of jargon and/or technical terms used independent of context.

**1.11.04** Determine the meaning of jargon and/or technical terms in context.

**1.11.05** Determine what an acronym stands for in context.

**1.11.06** Determine the meaning of figurative words and phrases.

#### STANDARDS 1B/1C – READING STRATEGIES

**1.11.07** Infer target audiences for passages.

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## Reading – State Goal 1

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### Grade 11

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#### STANDARD 1C – READING COMPREHENSION

##### Literal or Simple Inference

1.11.08 Infer the meaning of a passage.

1.11.09 Identify significant details.

1.11.10 Identify implied details.

1.11.11 Identify subtly-stated details.

##### Summarizing and Main Idea

1.11.12 Summarize a complex story or nonfiction passage.

1.11.13 Identify the main idea when it is not explicitly stated.

##### Sequencing and Ordering

1.11.14 Identify the causes of events in a passage.

1.11.15 Identify the outcome or conclusion of a passage, based on previous occurrences or events in the text.

1.11.16 Sequence steps in instructions.

1.11.17 Identify cause and effect organization patterns in fiction and nonfiction passages.

##### Drawing Conclusions Based on Evidence

1.11.18 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.

1.11.19 Draw conclusions about general conditions/situations/events based on information in a passage.

1.11.20 Understand the rationale behind a policy or procedure.

1.11.21 Differentiate between reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.

1.11.22 Apply information to a described situation.

1.11.23 Use comparison/contrast to identify how information in a passage has similar or different characteristics.

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## Reading – State Goal 1

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### Grade 11

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#### STANDARD 1C – READING COMPREHENSION (Continued)

##### Interpreting Instructions

- 1.11.24 Apply instructions with conditionals.
- 1.11.25 Apply information to new situations.
- 1.11.26 Generalize from text to situations not described.
- 1.11.27 Identify underlying principles and apply them to dissimilar situations.

##### Author’s Purpose and Design

- 1.11.28 Identify and interpret the author’s purpose and point of view in expository texts and literary passages.
  - 1.11.29 Explain how dialogue is used in a given passage to develop characters and create mood.
  - 1.11.30 Determine an author's implied meaning by drawing conclusions based on facts, events, images, patterns, symbols, etc. found in the text.
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