	Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Target	**Level 2**	**Level 3**	**Level 4**
	Students scoring in the Level 2 range typically read and comprehend readily accessible texts and may be able to read texts of moderate complexity. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).	Students scoring in the Level 3 range typically read, comprehend, and analyze readily accessible texts as well as read and comprehend texts of moderate complexity. They may be able to read very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).	Students scoring in the Level 4 range typically read, comprehend, and analyze texts of moderate complexity and very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
1, 8	Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence from a text or texts, such as explicit or implicit details, to support a given conclusion based on the text or texts.	Students can identify evidence from a text or texts, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.
2	Students can identify the type or genre of a literary text (e.g., fables); identify a theme or central idea presented in a text; and identify key ideas or events in a text.	Students can determine or summarize a theme or central idea presented in a text; and determine or summarize key ideas or events in a text.	Students can analyze and summarize a theme, central idea, and the author's message or purpose presented in a text; analyze, summarize, or sequence key ideas and events in a text; and use details within a text or texts to support and justify the statement of a theme or central idea.
3, 10	Students can determine the meaning of a word based on explicit context in a text; determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text; and use resources to determine the correct meaning of an unknown word in a text.	Students can determine the meaning of a word or phrase based on explicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes and Greek or Latin common root words to determine the correct meaning of an unknown word or phrase in a text.	Students can determine the meaning of a word or phrase based on explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes, Greek and Latin root words, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.

4, 11	Students can identify explicit details within a text that support a conclusion.	Students can identify explicit or implicit details within a text or texts that support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts; and identify explicit and implicit details within a text or texts that support that conclusion and inference.
5	Students can identify the use of literary elements within a text (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).	Students can describe or compare the use of or the relationship between literary elements within a text or across two texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).	Students can analyze and compare the use of and relationship between literary elements within a text or across two texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).
6	Students can identify the overall structure of a text or the structure within a text.	Students can determine how the overall structure or the structure within a text impacts meaning; and determine the impact of that structure on meaning.	Students can analyze and interpret how the overall structure and the structure within a text impacts meaning; and analyze and interpret why the author structured elements in a certain manner and the impact of that structure on meaning.
7, 14	Students can identify figurative language used in context; identify literary devices used in a text; and distinguish between denotative and connotative word meanings in the context of a text.	Students can determine the meaning or tone of figurative language used in context and the impact on meaning and tone; interpret the intent and use of a literary device; and interpret the connotative meaning of words and phrases used in context.	Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.
9	Students can identify a central idea or a topic, supporting details, a key event, or a procedure in a text.	Students can determine or summarize a central idea, a topic, or subtopics using supporting details in a text; connect key details and steps in the correct order to support a central idea; and determine or	Students can determine a central idea, a topic, and subtopics using supporting details in a text; connect key details and steps in the correct order to support a central idea; and summarize a central idea, topic,

		summarize key events or a procedure in a text.	subtopics, key events, and procedure in a text.
12	Students can identify the interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text; and identify conflicting information within a text.	Students can describe the relationship or interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text or across two texts; and determine how conflicting information reveals the author's purpose or point of view.	Students can analyze the relationship and interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit and implicit details within a text or across two texts; and analyze how conflicting information reveals the author's purpose or point of view.
13	Students can identify text structures and features in an overall text (e.g., headings, formatting, and indices); and describe the function of text structures to organize text.	Students can describe how the overall structure of a text or the inclusion of a text feature (e.g., headings, formatting, and indices) impacts meaning; and interpret the impact of that structure on meaning.	Students can determine how the overall structure of a text or the inclusion of a text feature (e.g., headings, formatting, and indices) impacts meaning; analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning; analyze the relationship between a text and other resources; and compare two different representations of the same idea or topic (e.g., graphic and text) and evaluate the relative effectiveness of each representation.

Claim 2: Writing. Students can produce effective writing for a range of purposes and audiences.
Note: On the Kansas Summative Assessment, students are not composing but are reacting to composed texts to demonstrate knowledge, application, and synthesis of writing conventions. To measure student composition, students should continue to practice short and extended writing that is evaluated at the local level. For Target 9, students apply and edit conventions of varying sophistication in stimuli of varying complexity that are appropriate for the grade level. For example, a student in Level 2 can edit for errors in subject-verb agreement in a short, simple stimulus, while a student in Level 4 can edit for errors in subject-verb agreement throughout a longer, more complex stimulus.

Target	Level 2	Level 3	Level 4
1	Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a	Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to

	narratives that engage and orient the reader by establishing a situation; introducing a narrator or character(s); organizing a narrative with a sequence of events that unfolds naturally; using common transition strategies to convey sequence; and providing a closure. Based on their understanding of explicit context, students can use information provided in a stimulus to revise and elaborate narratives that apply narrative techniques such as including dialogue to convey events or experiences; including descriptive details and sensory language to convey events and experiences; and using precise language to narrate events or experiences.	stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a context and/or setting; introducing a narrator and/or character(s); organizing a narrative with a logical sequence of events or experiences that unfold naturally; using intermediate transition strategies to convey sequence; and providing a closure that follows logically from the narrative. When revising, students can reorganize details to support a central idea or topic. Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to revise and elaborate narratives that apply narrative techniques such as including dialogue to convey events or experiences; including descriptive details and sensory language to convey events or experiences; using precise language to narrate events or experiences; and identifying details that should be deleted because they are inconsistent with the rest of the narrative.	develop, organize, or revise narratives that engage and orient the reader by establishing a context and setting; introducing a narrator and character(s); organizing a narrative with a logical sequence of events or experiences that unfold naturally and may include time shifts; using advanced transition strategies to convey sequence, establish pacing, and signal time or setting shifts based on understanding of the text; and providing a closure that follows logically from the narrative. When revising, students can reorganize details to support a central idea and theme. Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to revise and elaborate complex narratives that apply narrative techniques such as including dialogue to convey events and experiences; including descriptive details and sensory language to convey events and experiences; using precise language to narrate events and experiences; and identifying details that should be deleted because they are inconsistent with the rest of the narrative.
3	Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or	Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise

identifying improved organizational elements such as introducing and stating a thesis; organizing ideas and concepts; using transitional strategies; and providing a conclusion. Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques such as identifying relevant supporting evidence; using common/tier 1 and academic/tier 2 vocabulary; and deleting details that do not support the thesis.	revise informational or explanatory texts by identifying improved organizational elements such as introducing and clearly stating a thesis; maintaining a clear focus; organizing ideas and concepts strategically (e.g., definition, classification, comparison and contrast, and cause and effect); using appropriate transitional strategies for coherence; and providing a conclusion that follows from the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea. Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques such as including or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, and quotations) appropriate for the focus; using precise language and domain-specific/tier 3 vocabulary; establishing a formal style, such as including appropriate sentence variety and complexity for audience or purpose; and deleting the details that do not support the thesis.	informational or explanatory texts by identifying and applying improved organizational elements such as introducing and clearly stating a thesis; maintaining a clear focus; organizing ideas and concepts strategically (e.g., definition, classification, comparison and contrast, and cause and effect); using appropriate transitional strategies for coherence; and providing a conclusion that follows from the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea. Based on inferences from context or an explicit or implicit theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise complex informational or explanatory texts by identifying and applying the best use of elaboration techniques such as including and integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, and paraphrased and cited statements) appropriate for the focus; using precise language and domain-specific/tier 3 vocabulary to clarify and expand ideas; establishing and maintaining a formal style, such as including appropriate sentence variety and complexity, for audience and purpose; and deleting the details that do not support the thesis.

6	Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements such as establishing a claim; organizing reasons and evidence to support a claim; providing appropriate transitional strategies for coherence; using common/tier 1 vocabulary for the argument; and providing a conclusion. Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise argumentative texts by identifying the best use of elaboration techniques such as identifying relevant reasons to support claims; identifying relevant evidence to support claims and reasons; and deleting details that do not support the claim.	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements such as establishing a clear claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, reasons, and evidence); using academic/tier 2 vocabulary appropriate for the argument; and providing a conclusion that is appropriate to purpose and audience and follows from the argument(s). When revising, students can reorganize reasons and evidence to support an idea. Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise argumentative texts by identifying the best use of elaboration techniques such as including and integrating relevant reasons to support claims; including and integrating relevant and credible evidence to support claims and reasons; establishing a formal style and tone such as including appropriate sentence variety and	Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying and applying improved organizational elements such as establishing a clear claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, reasons, evidence); using academic/tier 2 and domain-specific/tier 3 vocabulary appropriate for the argument and audience; and providing a conclusion that is appropriate to purpose and audience and follows from the argument(s). When revising, students can reorganize reasons and evidence to support an idea. Based on inferences from context or an explicit or implicit theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise complex argumentative texts by identifying and applying the best use of elaboration techniques such as including and integrating relevant reasons to support claims; including and integrating relevant and credible evidence to support claims and reasons; establishing and maintaining a formal style and tone

		complexity for the audience and purpose; and deleting details that do not support the claim.	such as including appropriate sentence variety and complexity for the audience and purpose; and deleting details that do not support the claim.
8	Students can identify and use the best grade-appropriate academic/tier 2 words or phrases to convey the precise meaning of a text to inform or explain; identify and use concrete or sensory words or phrases to convey experiences or events in narrative writing; identify words or phrases to precisely convey ideas in a text; and identify general academic/tier 2 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose or an audience.	Students can identify and use the best academic/tier 2 or grade-level or below domain-specific/tier 3 vocabulary words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use the best concrete or sensory words or phrases to precisely convey experiences or events in narrative writing; identify and use the best words or phrases to precisely convey ideas in a text; and identify the best general academic/tier 2 or domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose or an audience.	Students can identify and use the best academic/tier 2 or grade-level or above domain-specific/tier 3 words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use the best concrete and sensory words or phrases to precisely convey experiences or events in narrative writing; identify and use the best words or phrases to precisely convey ideas in a text; identify and use the best general academic/tier 2 and domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, and states of being that are basic to a particular topic and specific to a writing purpose and an audience; and evaluate the effect of word choice on the audience in achieving a purpose.
9	Students can apply and edit some grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently	Students can apply and edit most grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently	Students can apply and edit almost all grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently

confused words (to/too/two; there/their); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; using subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns; identifying inappropriate shifts in pronoun number and person and vague, ambiguous, or unclear pronoun references; using correct punctuation such as commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements; spelling grade-appropriate words correctly; and may also include conventions from the previous two grades.	confused words (to/too/two; there/their); corrections for inappropriate shifts in verb tense, and punctuation to separate items in a series; using subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns; identifying inappropriate shifts in pronoun number and person and vague, ambiguous, or unclear pronoun references; using correct punctuation such as commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements; spelling grade-appropriate words correctly; and may also include conventions from the previous two grades.	confused words (to/too/two; there/their); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; using subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns; correcting inappropriate shifts in pronoun number and person and vague, ambiguous, or unclear pronoun references; using correct punctuation such as commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements; spelling grade-appropriate words correctly; and may also include conventions from the previous two grades.