**Virginia Standards of Learning Assessment**

**End-of-Course Reading Performance Level Descriptors**

| **Fail/Does Not Meet** | **Pass/Proficient** | **Pass/Advanced** |
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| A student performing at this level should be able to:* Identify context and word/sentence structure.
* Identify connotation.
* Define idiom and allusion.
* Identify figurative language.
* Compare and contrast details and ideas within and among texts.
* Identify characteristics of fiction and nonfiction forms and genres, including technical writing.
* Identify relationships among literary elements.
* Compare themes across texts.
* Identify text features and organizational patterns.
* Explain literary devices and their intended effects.
* Identify the historical context of a text.
* Identify and explain author’s word choice.
* Identify author’s qualifications, viewpoint, and intended impact.
* Identify information to verify for accuracy.
* Identify information for solving a problem, answering questions, completing a task, or creating a product.
* Identify important features of employment application, workplace document, or college application.
 | A student performing at this level should be able to:* Use context and word/sentence structure to determine meaning.
* Categorize words by connotation.
* Identify idioms and allusions.
* Analyze figurative language.
* Analyze ideas within and among texts.
* Explain characteristics of fiction and nonfiction forms and genres, including technical writing.
* Describe relationships among literary elements or dramatic conventions.
* Analyze themes across texts.
* Analyze text features and organizational patterns.
* Compare and contrast how literary devices convey a message/elicit emotion.
* Identify the influence of historical context on form and style.
* Analyze how specific word choice/sentence structure convey and support author’s style and purpose.
* Identify or explain relationships between an author’s viewpoint, intended impact, audience, and word choice.
* Identify an author’s position.
* Identify nonfiction techniques, including false premises, claims and counterclaims, ambiguity, contradiction, paradox, irony, sarcasm, and over/understatement.
* Evaluate the clarity and accuracy of information.
* Evaluate information for the purpose of solving a problem, answering questions, completing a task, or creating a product.
* Correctly interpret employment application, workplace document, or college application.
 | A student performing at this level should be able to:* Analyze context and word/sentence structure.
* Evaluate connotative and denotative meanings.
* Analyze idioms and allusions.
* Evaluate figurative language.
* Summarize, paraphrase, and synthesize ideas within and among texts.
* Analyze characteristics of fiction and nonfiction forms and genres.
* Critique author’s use of literary elements and dramatic conventions.
* Analyze development of theme across texts.
* Interpret and use information from text features.
* Interpret sound devices/imagery and the effect on subject, mood, and theme.
* Explain the influence of historical context on form and style.
* Evaluate how authors use word choice, sentence structure, and form to convey and support author’s style, purpose, and viewpoint.
* Analyze relationships between an author’s viewpoint, intended impact and audience, and specific word choice.
* Evaluate author’s position.
* Analyze technical writing for clarity.
* Analyze writing techniques, including false premises, claims/counterclaims, ambiguity, contradiction, paradox, irony, sarcasm, and over/understatement.
* Apply information from nonfiction texts to clarify and validate concepts.
* Synthesize information in order to solve a problem, answer questions, complete a task, or create a product.
* Complete or evaluate employment application, workplace document, or college application.
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