

Reading Diagnostic Tests – Teacher Guide



**PA Series Reading
Diagnostic Tests - Teacher Guide**

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INTRODUCTION

The PASeries™ (Progress Assessment Series™) Reading assessments include several tests teachers can use to monitor students' attainment of reading skills and guide action based on the data provided. PASeries Reading uses the industry-standard scientific Lexile Framework® for Reading. Lexiles® provide a common scale for matching reader ability and text difficulty, allowing easy monitoring of student progress.

PASeries Reading consists of the following types of assessments:

- ◆ one screener test for placement for each grade level;
- ◆ three progress monitoring tests for three different levels of ability in each grade level to measure growth and forecast performance on statewide assessments; and
- ◆ four reading diagnostic tests for each student based on his or her tested progress level.

Tests are administered progressively throughout the school year, allowing teachers to monitor student improvement and target instruction.

Selecting Appropriate Diagnostic Tests

The reading diagnostic assessments are structured around school level and Lexile zone. That is, once a student's initial Lexile level is determined via the screener or a progress test, the teacher will be able to select from a series of diagnostic tests within the student's Lexile zone. Diagnostic tests are available for either Elementary or Middle School, appropriate for the student's grade level. The Lexile zones are constructed at 100-point ranges on the Lexile scale. By linking the diagnostic tests to the results of the PASeries Reading Progress tests, students are administered a diagnostic test that contains text at an appropriate reading (difficulty) level as defined by the Lexile Framework® for Reading.

The four diagnostic tests that are available at the Lexile zones indicated in the table below are:

- ◆ Comprehension 1
- ◆ Comprehension 2
- ◆ Literary Analysis
- ◆ Vocabulary
 - Vocabulary and Phonics for Elementary School
 - Vocabulary for Middle School

Lexile Zone	Elementary School Grades 3-5	Middle School Grades 6-8
	Number of Diagnostic Tests	Number of Diagnostic Tests
100L – 195L	4	
200L – 295L	4	
300L – 395L	4	
400L – 495L	4	4
500L – 595L	4	4
600L – 695L	4	4
700L – 795L	4	4
800L – 895L		4
900L – 995L		4
1000L – 1095L		4

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To guide instructional support decisions, the teacher can then administer one or more diagnostic assessments supporting the strands of concern. The diagnostic assessments are designed to further identify students' strengths and weaknesses within a content strand and to help teachers determine more specifically the types of errors students are making within the strand.

The Reading diagnostic tests are a new addition to the PA Series Reading series and will be introduced as they become available throughout the 2006 – 2007 school year.

The next section provides information about the reporting categories and performance expectations for the tests that are available.

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TEST DESCRIPTION

Elementary School Comprehension 1

The Elementary School Comprehension 1 tests measure initial comprehension and understanding of the passage (literal comprehension, summarization, and organization). Each test includes one persuasive passage, two literary/fictional passages, and three informational/functional passages. Each test includes 36 questions across five objectives, as noted in the following tables.

Elementary School Comprehension 1 - 100L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	7
Performance Expectations	
Determine an author's purpose (e.g., to inform, persuade, express, or entertain).	
Recognize persuasive texts or persuasive language within a text. Distinguish between facts and opinions.	
Literal Comprehension	12
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts. Locate information in a text.	
Summarize	5
Performance Expectations	
Determine the best summary of a fiction or nonfiction selection. Determine the best title or heading for a text or portion of a text.	
Cause and Effect	5
Performance Expectations	
Identify stated cause-and-effect relationships in fiction and nonfiction texts. Recognize how conflicts in a story are resolved.	
Graphic Organizers and Story Sequence	7
Performance Expectations	
Organize information from texts into a graphic organizer (story map, graph, and chart).	
Identify a sequence of events, in chronological order. Select the most appropriate graphic organizer to record information from a selection.	
Determine the best labels for information within a graphic organizer.	

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Elementary School Comprehension 1 - 200L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	7
Performance Expectations	
Determine an author's purpose (e.g., to inform, to entertain, to explain, to persuade).	
Recognize persuasive texts or persuasive language within a text. Distinguish fact from opinion in nonfiction texts.	
Literal Comprehension	12
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts. Locate information in a text.	
Summarize	5
Performance Expectations	
Determine the best summary of a fiction or nonfiction selection. Determine the best title or heading for a text or portion of a text.	
Cause and Effect	5
Performance Expectations	
Identify stated cause-and-effect relationships in fiction and nonfiction texts. Recognize how conflicts in a story are resolved.	
Graphic Organizers and Story Sequence	7
Performance Expectations	
Organize information from texts into a graphic organizer (story map, graph, and chart).	
Identify a sequence of events, in chronological order.	
Select the most appropriate graphic organizer to record information from a selection.	
Determine the best labels for information within a graphic organizer.	

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Elementary School Comprehension 1 - 300L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	7
Performance Expectations	
Determine an author's purpose (e.g., to inform, to entertain, to explain, to persuade).	
Recognize persuasive texts or persuasive language within a text.	
Identify characteristics of persuasive text.	
Determine author's point of view or opinion.	
Literal Comprehension	12
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts.	
Summarize	5
Performance Expectations	
Determine the best summary of a fiction or nonfiction selection.	
Determine the best title or heading for a text or portion of a text.	
Paraphrase text to demonstrate understanding.	
Cause and Effect	5
Performance Expectations	
Identify stated cause-and-effect relationships in fiction and nonfiction texts.	
Recognize the effect of plot events on the story and characters.	
Graphic Organizers and Story Sequence	7
Performance Expectations	
Organize information from texts into a graphic organizer (story map, graph, and chart).	
Identify a sequence of events, in chronological order.	
Select the most appropriate graphic organizer to record information from a selection.	
Determine the best labels for information within a graphic organizer.	

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Elementary School Comprehension 1 - 500L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	7
Performance Expectations	
Determine an author's purpose (e.g., to inform, to entertain, to explain, to persuade).	
Identify characteristics of persuasive text.	
Recognize persuasive language and persuasive techniques used to influence readers.	
Identify an author's point of view. Distinguish facts and opinions.	
Literal Comprehension	12
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts. Locate information in a text.	
Summarize	5
Performance Expectations	
Determine the best summary of a fiction or nonfiction selection.	
Determine the best title or heading for a text or portion of a text.	
Paraphrase text to demonstrate understanding.	
Summarize a plot, with main events in the proper order. Identify the most effective set of notes for a selection.	
Cause and Effect	5
Performance Expectations	
Identify stated cause-and-effect relationships in a reading selection.	
Identify implied cause-and-effect relationships, including possible motives of characters.	
Recognize the effect of plot events on the story and characters. Recognize how the main problem or other conflicts are resolved.	
Graphic Organizers and Story Sequence	7
Performance Expectations	
Organize information from texts into a graphic organizer (story map, graph, Venn diagram, and chart).	
Identify a sequence of events, in correct order.	
Use graphic organizers to record significant facts and details from a text.	
Select the most appropriate graphic organizer to record information from a selection.	
Determine the best labels for information within a graphic organizer. Identify structural patterns found in informational texts (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support, description, classification).	

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Elementary School Comprehension 1 - 600L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	
Performance Expectations	
Determine an author's purpose (e.g., to inform, to entertain, to explain, to persuade).	
Identify characteristics of persuasive text.	
Recognize persuasive language and propaganda techniques used to influence readers.	
Identify an author's point of view.	
Determine how an author's point of view is reflected in a text.	
Distinguish facts and opinions.	
Identify evidence to support that a statement is fact or opinion.	7
Literal Comprehension	
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts. Locate information in a text.	
Summarize	
Performance Expectations	
Determine the best summary of a fiction or nonfiction selection.	
Determine the best title or heading for a text or portion of a text.	
Paraphrase text to demonstrate understanding.	
Summarize a plot, with main events in the proper order. Identify the most effective set of notes for a selection.	
Cause and Effect	
Performance Expectations	
Identify stated cause-and-effect relationships in a reading selection.	
Identify implied cause-and-effect relationships, including possible motives of characters.	
Recognize the effect of plot events on the story and characters. Recognize how the main problem or other conflicts are resolved.	
Graphic Organizers and Story Sequence	
Performance Expectations	
Organize information from texts into a graphic organizer (story map, graph, Venn diagram, and chart).	
Identify a sequence of events, in correct order.	
Use graphic organizers to record significant facts and details from a text.	
Select the most appropriate graphic organizer to record information from a selection.	
Determine the best labels for information within a graphic organizer. Identify structural patterns found in informational texts (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support, description, classification).	
	7

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Elementary School Comprehension 1 - 700L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	7
Performance Expectations	
Determine an author's purpose (e.g., to inform, to entertain, to explain, to persuade).	
Identify characteristics of persuasive text.	
Recognize persuasive language and propaganda techniques used to influence readers.	
Identify an author's point of view.	
Determine how an author's point of view is reflected in a text.	
Distinguish facts and opinions.	
Identify evidence to support that a statement is fact or opinion.	
Literal Comprehension	12
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts. Locate information in a text.	
Summarize	5
Performance Expectations	
Determine the best summary of a fiction or nonfiction selection.	
Determine the best title or heading for a text or portion of a text.	
Paraphrase text to demonstrate understanding.	
Summarize a plot, with main events in the proper order.	
Identify the most effective set of notes for a selection.	
Cause and Effect	5
Performance Expectations	
Identify stated cause-and-effect relationships in a reading selection.	
Identify implied cause-and-effect relationships, including possible motives of characters.	
Recognize the effect of plot events on the story and characters.	
Recognize how the main problem or other conflicts are resolved.	
Graphic Organizers and Story Sequence	7
Performance Expectations	
Organize information from texts into a graphic organizer (story map, graph, Venn diagram, and chart).	
Identify a sequence of events, in correct order.	
Use graphic organizers to record significant facts and details from a text.	
Select the most appropriate graphic organizer to record information from a selection.	
Determine the best labels for information within a graphic organizer.	
Identify structural patterns found in informational texts (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support, description, classification).	

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Elementary School Comprehension 2

The Elementary School Comprehension 2 tests measure a student's ability to identify main ideas and supporting details as well as make inferences, draw conclusions, and make predictions. The Elementary School Comprehension 2 tests also require students to compare and contrast, determine the meaning of vocabulary from context, and read charts, maps, and diagrams. Several of the skills assessed in the Elementary School Comprehension 2 tests are more complex than those assessed in Elementary School Comprehension 1 tests, so it is recommended that students are administered the comprehension 1 test prior to the comprehension 2 test. Each test contains two literary/fictional passages and four informational/functional passages. Each test includes 36 questions across five objectives, as noted in the following tables.

Elementary School Comprehension 2 - 100L

Reporting Category	Number of Questions
Main Ideas	6
Performance Expectations	
Identify the main idea in a passage.	
Identify details that support important ideas in a passage.	
Identify the main problem or conflict in a work of fiction.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Use information in a passage to draw logical conclusions.	
Make inferences based on evidence in a passage.	
Support inferences based on evidence in a passage.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Understand information presented in captions, charts, tables, graphs, maps and diagrams.	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information in a text to demonstrate understanding.	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Elementary School Comprehension 2 - 200L

Reporting Category	Number of Questions
Main Ideas	6
Performance Expectations	
Identify the main idea in a passage.	
Identify details that support important ideas in a passage.	
Identify the main problem or conflict in a work of fiction.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Use information in a passage to draw logical conclusions.	
Make inferences based on evidence in a passage.	
Support inferences based on evidence in a passage.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Understand information presented in captions, charts, tables, graphs, maps and diagrams.	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information in a text to demonstrate understanding.	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Elementary School Comprehension 2 - 300L

Reporting Category	Number of Questions
Main Ideas	6
Performance Expectations	
Identify the main idea in a passage.	
Identify details that support important ideas in a passage.	
Identify the main problem or conflict in a work of fiction.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Use information in a passage to draw logical conclusions.	
Make inferences based on evidence in a passage.	
Support inferences based on evidence in a passage	
Maps, Charts, and Diagrams	6
Performance Expectations	
Understand information presented in captions, charts, tables, graphs, maps and diagrams.	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information in a text to demonstrate understanding.	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Elementary School Comprehension 2 - 400L

Reporting Category	Number of Questions
Main Ideas	6
Performance Expectations	
Identify the main idea in a nonfiction passage.	
Identify details that support important ideas in a passage.	
Distinguish between significant and minor details in a passage.	
Identify the main problem or conflict in a passage. Identify a story's theme.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Use information in a passage to draw logical conclusions.	
Make inferences based on evidence in a passage.	
Support inferences based on evidence in a passage. Make predictions based on ideas and details presented in a passage.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Understand information presented in captions, charts, tables, graphs, maps and diagrams. Determine the best way to present information (e.g., chart, table, graph, map, diagram, etc.).	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information in a text to demonstrate understanding. Compare and contrast characters in a passage (e.g., appearances, actions, or motives such as selfishness, loyalty, conscientiousness).	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Elementary School Comprehension 2 - 500L

Reporting Category	Number of Questions
Main Ideas	6
Performance Expectations	
Identify the main idea in a nonfiction passage.	
Identify details that support important ideas in a passage.	
Distinguish between significant and minor details in a passage.	
Identify the main problem or conflict in a passage. Identify a story's theme.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Draw conclusions about a text.	
Support conclusions with evidence from the text.	
Make inferences based on evidence in a passage.	
Support inferences based on evidence in a passage. Make predictions based on ideas and details presented in a passage.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Understand and interpret information presented in captions, charts, tables, graphs, maps, diagrams and other visual information. Determine the best way to present information (e.g., chart, table, graph, map, diagram, etc.).	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information in a text to demonstrate understanding. Recognize how the use of comparison or contrast in a text affects meaning.	
Compare and contrast characters in a passage (e.g., appearances, actions, or motives such as selfishness, loyalty, conscientiousness).	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Elementary School Comprehension 2 - 600L

Reporting Category	Number of Questions
Main Ideas	6
Performance Expectations	
Identify the main idea in a passage.	
Identify details that support important ideas in a passage.	
Distinguish between details in a text that are relevant or irrelevant to the main idea.	
Identify the main problem or conflict in a passage.	
Identify the theme of a passage.	
Analyze the method or strategies an author uses for conveying theme.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Draw conclusions about a text.	
Support conclusions with evidence from the text.	
Make inferences based on evidence in a passage.	
Support inferences based on evidence in a passage.	
Make predictions based on ideas and details presented in a passage.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Understand and interpret information presented in captions, charts, tables, graphs, maps, diagrams and other visual information.	
Determine the best way to present information (e.g., chart, table, graph, map, diagram, etc.).	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information in a text to demonstrate understanding.	
Recognize how the use of comparison or contrast in a text affects meaning.	
Compare and contrast characters in a passage (e.g., appearances, actions, or motives such as selfishness, loyalty, conscientiousness).	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Elementary School Comprehension 2 - 700L

Reporting Category	Number of Questions
Main Ideas	6
Performance Expectations	
Identify the main idea in a passage.	
Identify details that support important ideas in a passage.	
Distinguish between details in a text that are relevant or irrelevant to the main idea.	
Identify the main problem or conflict in a passage.	
Identify the theme of a passage.	
Analyze the method or strategies an author uses for conveying theme.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Draw conclusions about a text.	
Support conclusions with evidence from the text.	
Make inferences based on evidence in a passage.	
Support inferences based on evidence in a passage.	
Make predictions based on ideas and details presented in a passage.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Understand and interpret information presented in captions, charts, tables, graphs, maps, diagrams and other visual information.	
Determine the best way to present information (e.g., chart, table, graph, map, and diagram).	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information in a text to demonstrate understanding.	
Recognize how the use of comparison or contrast in a text affects meaning.	
Compare and contrast characters in a passage (e.g., appearances, actions, or motives such as selfishness, loyalty, conscientiousness).	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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ELEMENTARY SCHOOL VOCABULARY AND PHONICS

The Elementary School Vocabulary tests measure an array of skills related to vocabulary comprehension including knowledge of prefixes, suffixes, roots, synonyms, antonyms, homophones, homographs, and multiple meaning words. The use of the dictionary, thesaurus, and glossary is also assessed. The vocabulary tests in the 100L–500L range also assess phonics. The phonics objective is replaced in the 600L–700L tests with an objective that addresses word meaning. Each vocabulary test has 36 questions across six objectives, as noted in the following table.

Elementary School Vocabulary and Phonics 100L – 700L

Reporting Category	Number of Questions
Prefixes and Suffixes	6
Performance Expectations	
Identify meanings of prefixes (including un-, re-, pre-, bi-, mis-, and dis-) and suffixes (including -er, -est, and -ful). Use knowledge of prefixes and suffixes to analyze meaning of unfamiliar words.	
Root Words	6
Performance Expectations	
Identify the root of a word. Use knowledge of root words to determine the meanings of unfamiliar words.	
Synonyms, Antonyms, and other word relationships	6
Performance Expectations	
Identify the synonym or antonym of a word. Complete analogies to show relationships among grade-appropriate words.	
Demonstrate understanding of word relationships by classifying grade-appropriate words into categories with differing levels of specificity (snake/reptile/animal/living things).	
Homophones and Homographs	6
Performance Expectations	
Identify homophones (night, knight) and homographs (fair, fair). Use homophones and homographs correctly in context.	
Use multiple-meaning words correctly in context.	
Dictionary, Glossary, and Thesaurus	6
Performance Expectations	
Use a dictionary or glossary to learn the meanings of unfamiliar words. Use a dictionary to identify word features, such as pronunciation and usage.	
Use a thesaurus to identify synonyms and/or antonyms.	
Phonics (100L – 500L) Word Meaning (600L – 700L)	6
Performance Expectations - Phonics	
Use knowledge of phonics to identify sounds in different words, including those that contain blends, digraphs, diphthongs.	
Decode multi-syllabic and complex words using a variety of strategies, including analyzing word structure.	
Identify contractions and/or compound words.	
Performance Expectations – Word Meanings	
Identify the meanings of level-appropriate words.	

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Elementary School Literary Analysis

The Elementary School Literary Analysis tests measure understanding and analysis of figurative language, literary and poetic devices and techniques as well as understanding of genre and character. Each test contains one poem, two informational/functional passages, and three literary/fictional passages. Each test includes 36 questions across six objectives, as noted in the following tables.

Elementary School Literary Analysis - 100L

Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Distinguish between fiction and nonfiction.	
Recognize the distinguishing characteristics of various fiction and nonfiction genres.	
Determine the best source of information based on characteristics of types of information sources.	5
Point of View, Narrator, and Dialogue	
Performance Expectations	
Identify the speaker in a poem or the narrator in a prose selection.	
Identify dialogue in a story.	5
Literary and Poetic Elements	
Performance Expectations	
Identify setting.	
Recognize the importance of setting to a story's meaning.	
Compare and contrast settings within selections.	6
Recognize rhythm and rhyme patterns in poetry.	
Figurative Language and Other Literary Devices	
Performance Expectations	
Identify similes and metaphors.	
Determine what is being compared in similes and metaphors.	8
Determine the meanings of similes and metaphors.	
Determine the meanings of idioms.	
Identify onomatopoeia in context and analyze the meaning.	
Character	
Performance Expectations	6
Identify characters and their traits.	
Use characters' actions and speeches and how they are described to identify their feelings, motives, relationships, and growth.	6
Literary Techniques	
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, sensory words, story patterns).	6
Recognize the effects achieved by a variety of literary techniques.	

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Elementary School Literary Analysis - 200L

Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Distinguish between fiction and nonfiction.	
Recognize the distinguishing characteristics of various fiction and nonfiction genres.	
Point of View, Narrator, and Dialogue	5
Performance Expectations	
Identify the speaker in a poem or the narrator in a prose selection.	
Literary and Poetic Elements	5
Performance Expectations	
Identify setting.	
Recognize the importance of setting to a story's meaning.	
Figurative Language and Other Literary Devices	6
Performance Expectations	
Identify similes and metaphors.	
Determine what is being compared in similes and metaphors.	
Determine the meanings of similes and metaphors.	
Character	8
Performance Expectations	
Identify characters and their traits.	
Literary Techniques	6
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, sensory words, story patterns).	
Literary Techniques	6
Recognize the effects achieved by a variety of literary techniques.	

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Elementary School Literary Analysis - 400L

Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Distinguish between fiction and nonfiction.	
Recognize the distinguishing characteristics of various fiction and nonfiction genres.	
Determine the best source of information based on characteristics of types of information sources.	5
Point of View, Narrator, and Dialogue	
Performance Expectations	
Identify the speaker in a poem or the narrator in a prose selection.	
Identify dialogue in a reading selection.	5
Identify first-person point of view in a reading selection.	
Literary and Poetic Elements	
Performance Expectations	
Identify setting.	5
Recognize the importance of setting to a story's meaning.	
Compare and contrast settings within selections.	
Identify the mood of a selection.	
Identify rhythm in poetry.	
Identify rhyme and rhyme schemes in poetry, including approximate, end, and internal rhymes.	
Figurative Language and Other Literary Devices	6
Performance Expectations	
Identify similes and metaphors.	
Determine what is being compared in similes and metaphors.	
Determine the meanings of similes and metaphors.	
Define and identify personification.	
Identify idioms.	
Determine the meanings of idioms.	8
Identify onomatopoeia in context and analyze the meaning.	
Character	
Performance Expectations	
Recognize a character's explicit physical and personality traits.	6
Identify and interpret a character's point of view and relationships.	
Identify a character's stated and unstated motivations.	
Literary Techniques	6
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, imagery, sensory words, and story patterns).	
Recognize the effects achieved by a variety of literary techniques.	

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Elementary School Literary Analysis - 500L

Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Distinguish between fiction and nonfiction.	
Recognize the distinguishing characteristics of various fiction and nonfiction genres.	
Determine the best source of information based on characteristics of types of information sources.	5
Point of View, Narrator, and Dialogue	
Performance Expectations	
Identify the speaker in a poem or the narrator in a prose selection.	
Identify dialogue in a reading selection.	5
Identify first-person point of view in a reading selection.	
Identify third-person point of view in a reading selection.	
Literary and Poetic Elements	
Performance Expectations	5
Identify setting.	
Recognize the importance of setting to a story's meaning.	
Compare and contrast settings within selections.	
Identify the mood of a selection.	
Identify rhythm in poetry.	
Identify rhyme and rhyme schemes in poetry, including approximate, end, and internal rhymes.	6
Figurative Language and Other Literary Devices	
Performance Expectations	
Identify similes and metaphors.	
Determine what is being compared in similes and metaphors.	
Determine the meanings of similes and metaphors.	
Define and identify personification.	
Define and identify hyperbole in a text.	
Determine the meanings of idioms.	
Identify alliteration in context.	
Identify onomatopoeia in context.	
Identify symbolism.	
Determine the purpose and effect of symbolism in a text.	
Recognize the effects created by figurative language.	8
Character	
Performance Expectations	
Recognize a character's explicit physical and personality traits.	
Identify and interpret a character's point of view and relationships.	6
Identify a character's stated and unstated motivations.	
Literary Techniques	
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, imagery, sensory words, and story patterns).	6
Recognize the effects achieved by a variety of literary techniques.	

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Middle School Comprehension 1

The Middle School Comprehension 1 tests measure initial comprehension and understanding of the passage (literal comprehension, summarization, and organization). Each test includes one persuasive passage, two literary/fictional passages, and three informational/functional passages. Each test includes 36 questions across five objectives, as noted in the following tables.

Middle School Comprehension 1 - 400L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	
Performance Expectations	
Determine an author's purpose (e.g., to inform, persuade, express, or entertain).	
Identify evidence from the text that shows the author's purpose.	
Recognize persuasive techniques and propaganda used to influence readers.	
Identify the author's point of view and indicate how it is reflected in a text.	
Distinguish between statements of fact and opinion in a variety of texts.	7
Literal Comprehension	
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts.	
Locate information in a text.	12
Summarize / Paraphrase	
Performance Expectations	
Determine the best summary of a fiction or nonfiction passage.	
Determine the best title or heading for a text or portion of a text.	
Paraphrase a text to show understanding.	5
Cause and Effect	
Performance Expectations	
Identify explicitly stated causes and effects in fiction and nonfiction.	
Identify evidence in a text that supports an implied cause or effect.	
Identify cause-and-effect relationships that affect a story's plot.	
Determine how specific cause-and-effect relationships affect a story's plot.	
Identify the key events related to the central conflict.	
Identify how a conflict is resolved.	
Identify the type of conflict.	5
Graphic Organizers and Story Sequence	
Performance Expectations	
Use graphic organizers (including charts, graphs, maps, timelines, and outlines) to order and organize information.	
Identify the specific organizational structure of a text, including cause and effect, chronological, compare and contrast, or proposition and support.	
Identify the best graphic organizer to present elements of a text (structure, plot).	
Identify a sequence of events, in correct order.	7

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Middle School Comprehension 1 - 500L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	7
Performance Expectations	
Determine an author's purpose (e.g., to inform, persuade, express, or entertain).	
Identify evidence from the text that shows the author's purpose.	
Recognize persuasive techniques and propaganda used to influence readers.	
Identify the author's point of view and indicate how it is reflected in a text.	
Literal Comprehension	12
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts.	
Summarize / Paraphrase	5
Performance Expectations	
Determine the best summary of a fiction or nonfiction passage.	
Determine the best title or heading for a text or portion of a text.	
Cause and Effect	5
Performance Expectations	
Identify explicitly stated causes and effects in fiction and nonfiction.	
Identify evidence in a text that supports an implied cause or effect.	
Identify cause-and-effect relationships that affect a story's plot.	
Determine how specific cause-and-effect relationships affect a story's plot.	
Identify the key events related to the central conflict.	
Graphic Organizers and Story Sequence	7
Performance Expectations	
Use graphic organizers (including charts, graphs, maps, timelines, and outlines) to order and organize information.	
Identify the specific organizational structure of a text, including cause and effect, chronological, compare and contrast, or proposition and support.	
Identify the best graphic organizer to present elements of a text (structure, plot).	
Identify a sequence of events, in correct order.	

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Middle School Comprehension 1 - 600L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	7
Performance Expectations	
Determine an author's purpose (e.g., to inform, persuade, express, or entertain).	
Identify evidence from the text that shows the author's purpose.	
Recognize persuasive techniques and propaganda used to influence readers.	
Identify the author's point of view and indicate how it is reflected in a text.	
Literal Comprehension	12
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts.	
Summarize / Paraphrase	5
Performance Expectations	
Determine the best summary of a fiction or nonfiction passage.	
Determine the best title or heading for a text or portion of a text.	
Cause and Effect	5
Performance Expectations	
Identify explicitly stated and inferred causes and effects in fiction and nonfiction.	
Identify evidence in a text that supports an implied cause or effect.	
Identify cause-and-effect relationships that affect a story's plot.	
Determine how specific cause-and-effect relationships affect a story's plot.	
Identify the key events related to the central conflict.	
Graphic Organizers and Story Sequence	7
Performance Expectations	
Use graphic organizers (including charts, graphs, maps, timelines, and outlines) to order and organize information.	
Identify the specific organizational structure of a text, including cause and effect, chronological, compare and contrast, or proposition and support.	
Identify the best graphic organizer to present elements of a text (structure, plot).	
Identify a sequence of events, in correct order.	

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Middle School Comprehension 1 - 700L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	7
Performance Expectations	
Identify the author's purpose and identify details in a text that support the author's purpose.	
Identify persuasive techniques.	
Distinguish between logical arguments and propaganda.	
Identify an author's point of view, perspective, or bias.	
Identify evidence in a text that reveals the author's point of view.	
Recognize how an author's point of view affects a text.	
Literal Comprehension	12
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts. Locate information in a text.	
Summarize / Paraphrase	5
Performance Expectations	
Determine the best summary of a fiction or nonfiction passage. Determine the best title or heading for a text or portion of a text. Paraphrase a text to show understanding.	
Cause and Effect	
Performance Expectations	5
Infer causes and effects based on evidence in the text.	
Identify cause-and-effect relationships that affect plot development.	
Determine how specific cause-and-effect relationships affect a story's plot.	
Identify ways in which characters affect plot.	
Identify the key events related to the central conflict. Identify how a conflict is resolved.	
Graphic Organizers and Story Sequence	7
Performance Expectations	
Use graphic organizers (including charts, graphs, maps, timelines, and outlines) to order and organize information.	
Identify the specific organizational structure of a text, including cause and effect, chronological, compare and contrast, or proposition and support.	
Identify the best graphic organizer to present elements of a text (structure, plot). Identify a sequence of events, in correct order.	

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Middle School Comprehension 1 - 800L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	
Performance Expectations	
Identify the author's purpose and identify details in a text that support the author's purpose.	
Identify persuasive techniques.	
Distinguish between logical arguments and propaganda.	
Identify an author's point of view, perspective, or bias.	
Identify evidence in a text that reveals the author's point of view.	
Recognize how an author's point of view affects a text.	
Literal Comprehension	7
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts. Locate information in a text.	
Summarize / Paraphrase	12
Performance Expectations	
Determine the best summary of a fiction or nonfiction passage. Determine the best title or heading for a text or portion of a text. Paraphrase a text to show understanding.	
Cause and Effect	
Performance Expectations	5
Infer causes and effects based on evidence in the text. Identify cause-and-effect relationships that affect plot development. Determine how specific cause-and-effect relationships affect a story's plot. Identify the key events related to the central conflict. Identify how a conflict is resolved.	
Graphic Organizers and Story Sequence	
Performance Expectations	
Use graphic organizers (including charts, graphs, maps, timelines, and outlines) to order and organize information. Identify the specific organizational structure of a text, including cause and effect, chronological, compare and contrast, or proposition and support. Identify the best graphic organizer to present elements of a text (structure, plot). Identify a sequence of events, in correct order.	
Summarize / Paraphrase	7
Performance Expectations	
Determine the best summary of a fiction or nonfiction passage. Determine the best title or heading for a text or portion of a text. Paraphrase a text to show understanding.	
Cause and Effect	
Performance Expectations	5
Infer causes and effects based on evidence in the text. Identify cause-and-effect relationships that affect plot development. Determine how specific cause-and-effect relationships affect a story's plot. Identify the key events related to the central conflict. Identify how a conflict is resolved.	
Graphic Organizers and Story Sequence	
Performance Expectations	
Use graphic organizers (including charts, graphs, maps, timelines, and outlines) to order and organize information. Identify the specific organizational structure of a text, including cause and effect, chronological, compare and contrast, or proposition and support. Identify the best graphic organizer to present elements of a text (structure, plot). Identify a sequence of events, in correct order.	

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Middle School Comprehension 1 - 900L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	
Performance Expectations	
Identify the author's purpose and identify details in a text that support the author's purpose.	
Identify persuasive techniques.	
Distinguish between logical arguments and propaganda.	
Identify an author's point of view, perspective, or bias.	
Identify evidence in a text that reveals the author's point of view.	
Recognize how an author's point of view affects a text.	
Literal Comprehension	7
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts. Locate information in a text.	
Summarize / Paraphrase	12
Performance Expectations	
Determine the best summary of a fiction or nonfiction passage. Determine the best title or heading for a text or portion of a text. Paraphrase a text to show understanding.	
Cause and Effect	
Performance Expectations	5
Infer causes and effects based on evidence in the text.	
Identify cause-and-effect relationships that affect plot development.	
Determine how specific cause-and-effect relationships affect a story's plot.	
Identify the key events related to the central conflict. Identify how a conflict is resolved.	
Graphic Organizers and Story Sequence	5
Performance Expectations	
Use graphic organizers (including charts, graphs, maps, timelines, and outlines) to order and organize information.	
Identify the specific organizational structure of a text, including cause and effect, chronological, compare and contrast, or proposition and support.	
Identify the best graphic organizer to present elements of a text (structure, plot). Identify a sequence of events, in correct order.	

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Middle School Comprehension 1 - 1000L

Reporting Category	Number of Questions
Author's Purpose/Point of View and Fact/Opinion	
Performance Expectations	
Identify the author's purpose and identify details in a text that support the author's purpose.	
Identify persuasive techniques.	
Distinguish between logical arguments and propaganda.	
Identify an author's point of view, perspective, or bias.	
Identify evidence in a text that reveals the author's point of view.	
Recognize how an author's point of view affects a text.	
Literal Comprehension	7
Performance Expectations	
Demonstrate comprehension of explicit information in fiction and nonfiction texts. Locate information in a text.	
Summarize / Paraphrase	12
Performance Expectations	
Determine the best summary of a fiction or nonfiction passage. Determine the best title or heading for a text or portion of a text. Paraphrase a text to show understanding.	
Cause and Effect	
Performance Expectations	5
Infer causes and effects based on evidence in the text.	
Identify cause-and-effect relationships that affect plot development.	
Determine how specific cause-and-effect relationships affect a story's plot.	
Identify the key events related to the central conflict. Identify how a conflict is resolved.	
Graphic Organizers and Story Sequence	5
Performance Expectations	
Use graphic organizers (including charts, graphs, maps, timelines, and outlines) to order and organize information.	
Identify the specific organizational structure of a text, including cause and effect, chronological, compare and contrast, or proposition and support.	
Identify the best graphic organizer to present elements of a text (structure, plot). Identify a sequence of events, in correct order.	

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Middle School Comprehension 2

The Middle School Comprehension 2 tests measure a student’s ability to identify main ideas and supporting details as well as make inferences, draw conclusions, and make predictions. The Middle School Comprehension 2 tests also require students to compare and contrast, determine the meaning of vocabulary from context, and read charts, maps, and diagrams. Several of the skills assessed in the Middle School Comprehension 2 tests are more complex than those assessed in Middle School Comprehension 1 tests, so it is recommended that students are administered the Comprehension 1 test prior to the Comprehension 2 test. Each test contains two literary/fictional passages and four informational/functional passages. Each test includes 36 questions across five objectives, as noted in the following tables.

Middle School Comprehension 2 - 400L

Reporting Category	Number of Questions
Main Ideas and Supporting Details	6
Performance Expectations	
Identify the main idea in a passage.	
Identify and/or analyze details that support important ideas in a fiction or nonfiction passage.	
Identify the main problem/conflict in the passage.	
Distinguish between major and minor or relevant and irrelevant details in a passage.	
Identify the theme in a passage.	
Identify how character, plot events, or other literary elements convey the theme of a passage.	12
Draw Conclusions, Make Inferences, and Make Predictions	
Performance Expectations	
Draw conclusions and/or make inferences based on information in a passage.	
Support inferences or conclusions with evidence from the text.	
Identify unsupported inferences or fallacious reasoning in a reading passage.	
Identify information in a text passage that is missing, unclear, inconsistent or irrelevant.	
Make predictions based on ideas and details presented in a passage.	6
Identify evidence in a reading passage to support predictions.	
Maps, Charts, and Diagrams	
Performance Expectations	6
Read and interpret charts, graphs, tables, maps, diagrams, and timelines.	
Determine the most appropriate format for presenting information (e.g., chart, table, graph, map, diagram).	6
Compare and Contrast	
Performance Expectations	
Compare and contrast information presented in fiction or nonfiction.	6
Compare and contrast characters in a passage (e.g., actions, or motives such as selfishness, loyalty, conscientiousness) or elements within one character.	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Middle School Comprehension 2 - 500L

Reporting Category	Number of Questions
Main Ideas and Supporting Details	6
Performance Expectations	
Identify the main idea in a passage.	
Identify and/or analyze details that support important ideas in a fiction or nonfiction passage.	
Identify the main problem/conflict in the passage.	
Distinguish between major and minor or relevant and irrelevant details in a passage.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Draw conclusions and/or make inferences based on information in a passage.	
Support inferences or conclusions with evidence from the text.	
Identify unsupported inferences or fallacious reasoning in a reading passage.	
Identify information in a text passage that is missing, unclear, inconsistent or irrelevant.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Read and interpret charts, graphs, tables, maps, diagrams, and timelines.	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information presented in fiction or nonfiction.	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Middle School Comprehension 2 - 600L

Reporting Category	Number of Questions
Main Ideas and Supporting Details	6
Performance Expectations	
Identify the main idea in a passage.	
Identify and/or analyze details that support important ideas in a fiction or nonfiction passage.	
Identify the main problem/conflict in the passage.	
Distinguish between major and minor or relevant and irrelevant details in a passage.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Draw conclusions and/or make inferences based on information in a passage.	
Support inferences or conclusions with evidence from the text.	
Identify unsupported inferences or fallacious reasoning in a reading passage.	
Identify information in a text passage that is missing, unclear, inconsistent or irrelevant.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Read and interpret charts, graphs, tables, maps, diagrams, and timelines.	6
Determine the most appropriate format for presenting information (e.g., chart, table, graph, map, diagram).	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information presented in fiction or nonfiction.	6
Compare and contrast characters in a passage (e.g., actions, or motives such as selfishness, loyalty, conscientiousness) or elements within one character.	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Middle School Comprehension 2 - 700L

Reporting Category	Number of Questions
Main Ideas and Supporting Details	6
Performance Expectations	
Identify the main idea in passage.	
Identify and/or analyze details that support important ideas in a fiction or nonfiction passage.	
Identify the main problem/conflict in the passage.	
Distinguish between major and minor or relevant and irrelevant details in a passage.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Draw conclusions and/or make inferences based on information in a passage.	
Support inferences or conclusions with evidence from the text.	
Evaluate points cited by an author as evidence justifying his or her conclusions.	
Identify unsupported inferences or fallacious reasoning in a reading passage.	
Identify information in a text passage that is missing, unclear, inconsistent or irrelevant.	
Make generalizations based on evidence from the text.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Read and interpret charts, graphs, tables, maps, diagrams, and timelines.	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information presented in fiction or nonfiction.	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Middle School Comprehension 2 - 800L

Reporting Category	Number of Questions
Main Ideas and Supporting Details	6
Performance Expectations	
Identify the main idea in a passage.	
Identify and/or analyze details that support important ideas in a fiction or nonfiction passage.	
Identify the main problem/conflict in the passage.	
Distinguish between major and minor or relevant and irrelevant details in a passage.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Draw conclusions and/or make inferences based on information in a passage.	
Support inferences or conclusions with evidence from the text.	
Evaluate points cited by an author as evidence justifying his or her conclusions.	
Identify unsupported inferences or fallacious reasoning in a reading passage.	
Identify information in a text passage that is missing, unclear, inconsistent or irrelevant.	
Make generalizations based on evidence from the text.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Read and interpret charts, graphs, tables, maps, diagrams, and timelines.	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information presented in fiction or nonfiction.	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Middle School Comprehension 2 - 900L

Reporting Category	Number of Questions
Main Ideas and Supporting Details	6
Performance Expectations	
Identify the main idea in a passage.	
Identify and/or analyze details that support important ideas in a fiction or nonfiction passage.	
Identify the main problem/conflict in the passage.	
Distinguish between major and minor or relevant and irrelevant details in a passage.	
Draw Conclusions, Make Inferences, and Make Predictions	12
Performance Expectations	
Draw conclusions and/or make inferences based on information in a passage.	
Support inferences or conclusions with evidence from the text.	
Evaluate points cited by an author as evidence justifying his or her conclusions.	
Identify unsupported inferences or fallacious reasoning in a reading passage.	
Identify information in a text passage that is missing, unclear, inconsistent or irrelevant.	
Make generalizations based on evidence from the text.	
Maps, Charts, and Diagrams	6
Performance Expectations	
Read and interpret charts, graphs, tables, maps, diagrams, and timelines.	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information presented in fiction or nonfiction.	
Vocabulary in Context	6
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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Middle School Comprehension 2 - 1000L

Reporting Category	Number of Questions
Main Ideas and Supporting Details	6
Performance Expectations	
Identify the main idea in a passage.	
Identify and/or analyze details that support important ideas in a fiction or nonfiction passage.	
Identify the main problem/conflict in the passage.	
Distinguish between major and minor or relevant and irrelevant details in a passage.	
Identify the theme in a passage.	
Identify how character, plot events, or other literary elements convey the theme of a passage.	12
Draw Conclusions, Make Inferences, and Make Predictions	
Performance Expectations	
Draw conclusions and/or make inferences based on information in a passage.	
Support inferences or conclusions with evidence from the text.	
Evaluate points cited by an author as evidence justifying his or her conclusions.	
Identify unsupported inferences or fallacious reasoning in a reading passage.	
Identify information in a text passage that is missing, unclear, inconsistent or irrelevant.	
Make generalizations based on evidence from the text.	
Make predictions based on ideas and details presented in a passage.	
Identify evidence in a reading passage to support predictions.	6
Maps, Charts, and Diagrams	
Performance Expectations	
Read and interpret charts, graphs, tables, maps, diagrams, and timelines.	6
Determine the most appropriate format for presenting information (e.g., chart, table, graph, map, diagram).	
Compare and Contrast	6
Performance Expectations	
Compare and contrast information presented in fiction or nonfiction.	
Compare and contrast the content, structure, or purpose of various informational materials (e.g., newspaper content, textbooks, manuals, radio, television, Internet news).	
Compare and contrast characters in a passage (e.g., actions, or motives such as selfishness, loyalty, conscientiousness) or elements within one character.	6
Vocabulary in Context	
Performance Expectations	
Determine the meaning of unknown words using context clues.	

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MIDDLE SCHOOL VOCABULARY

The Middle School Vocabulary tests measure an array of skills related to vocabulary comprehension including knowledge of prefixes, suffixes, roots, synonyms, antonyms, homophones, homographs, and multiple meaning words. The use of the dictionary, thesaurus, and glossary is also assessed. Each vocabulary test has 36 questions across six objectives, as noted in the following table.

Middle School Vocabulary - 400L – 1000L

Reporting Category	Number of Questions
Prefixes Suffixes and Root Words	
Performance Expectations	
Identify the meaning of given prefixes and suffixes.	
Use knowledge of prefixes, such as dis-, non-, and in-, to determine the meanings of unknown words.	
Use knowledge of suffixes such as -ness, -tion, and -able, to determine the meanings of unknown words.	
Identify the root of given words.	7
Use the knowledge of root words to determine the meanings of unfamiliar words.	
Synonyms, Antonyms, and other word relationships	
Performance Expectations	
Identify the synonym or antonym of a word.	
Choose the correct antonyms and synonyms to use in sentences.	
Complete analogies to show correct word relationships.	
Recognize categories of word groupings, in terms of meanings, features, functions, or other relationships.	8
Identify the correct word to complete a given category.	
Homophones, Homographs, and Multiple-meaning words	
Performance Expectations	
Identify the correct meaning of homophones or homographs.	
Choose the correct homophones or homographs to use in context.	
Identify meanings of multiple-meaning words.	7
Use multiple-meaning words correctly in context.	
Dictionary, Thesaurus, and Glossary	
Performance Expectations	
Identify situations in which it is appropriate to consult a dictionary, glossary or thesaurus.	
Determine the meanings of unfamiliar words using a dictionary or glossary.	
Locate the meanings, pronunciation, usage, and derivations of unfamiliar words using a dictionary.	
Locate the meanings, pronunciation, usage, and derivations of unfamiliar words using a dictionary.	6
Use a thesaurus to find synonyms and antonyms.	
Word Meaning	
Performance Expectations	
Identify the meanings of level-appropriate words.	
Distinguish between denotative and connotative meanings of words.	8
Identify the shades of meaning (connotations) of related words.	

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Middle School Literary Analysis

The Middle School Literary Analysis tests measure understanding and analysis of figurative language, literary and poetic devices and techniques as well as understanding of genre and character. Each test contains one poem, two informational/functional passages, and three literary/fictional passages. Each test includes 36 questions across six objectives, as noted in the following tables.

Middle School Literary Analysis - 400L

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Reporting Category	Number of Questions	
Genre	6	
Performance Expectations		
Identify a variety of fiction and nonfiction genres by their distinguishing characteristics. Determine the best source of information based on characteristics of types of information sources.		
Point of View, Narrator, and Dialogue	5	
Performance Expectations		
Identify the speaker in a poem or the narrator of a selection. Identify the point of view (first-person, third-person, and omniscient) of a character in a reading selection. Recognize how the narrator's point of view affects readers' reactions to or understanding of a text.		
Identify use of dialect, slang, jargon, invented words, and colloquialisms and analyze their purpose in dialogue.		
Literary and Poetic Elements	5	
Performance Expectations		
Identify setting in a reading selection. Identify ways in which the setting influences the story. Recognize ways that the setting contributes to the mood of a selection.		
Identify the tone or mood of a text. Recognize how tone and mood contribute to the effect of a reading passage.		
Identify rhythm and rhyming patterns in poetry. Recognize how structure, including line length, repetition, punctuation, and rhythm, contribute to the overall effect in poetry.		
Figurative Language and Other Literary Devices		6
Performance Expectations		
Identify the meanings of metaphors/similes and the items or ideas being compared in metaphors/similes. Identify the use of personification. Analyze how personification is used in a text.		
Identify the effect of figurative language on the tone, message, or meaning in a text. Identify symbolism, foreshadowing and/or flashback in a passage. Determine the meaning of symbols in a text.		
Recognize the effects of symbolism, foreshadowing and/or flashback on the message or mood of a text.		
Character	8	
Performance Expectations		
Identify a character's traits through identifying thoughts, words, actions and narrator's description. Use evidence in the text to analyze and/or describe characters' traits, motivations, conflicts, opinions, relationships, and changes.		
Literary Techniques	6	
Performance Expectations		
Identify a variety of literary techniques (e.g., description, humor, sarcasm, imagery, sensory words, and story patterns). Recognize the effects achieved by a variety of literary techniques.		
Recognize how an author's language choices such as vocabulary and sensory words affect a passage. Identify use of slang, jargon, invented words, and colloquialisms and analyze their purpose.		
Distinguish between vague and precise language. Recognize elements of style that may elicit an emotional response from readers.		

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Middle School Literary Analysis - 500L

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Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Identify a variety of fiction and nonfiction genres by their distinguishing characteristics.	
Determine the best source of information based on characteristics of types of information sources.	
Point of View, Narrator, and Dialogue	5
Performance Expectations	
Identify the speaker in a poem or the narrator of a selection.	
Identify the point of view (first-person, third-person, and omniscient) of a character in a reading selection.	
Recognize how the narrator's point of view affects readers' reactions to or understanding of a text.	
Identify use of dialect, slang, jargon, invented words, and colloquialisms and analyze their purpose in dialogue.	
Literary and Poetic Elements	5
Performance Expectations	
Identify setting in a reading selection.	
Identify ways in which the setting influences the story.	
Recognize ways that the setting contributes to the mood of a selection.	
Identify the tone or mood of a text.	
Recognize how tone and mood contribute to the effect of a reading passage.	
Identify rhythm and rhyming patterns in poetry.	
Recognize how structure, including line length, repetition, punctuation, and rhythm, contribute to the overall effect in poetry.	
Figurative Language and Other Literary Devices	6
Performance Expectations	
Identify figurative language in a reading selection.	
Identify the meanings of metaphors/similes and the items or ideas being compared in metaphors/similes.	
Identify the meaning of personification.	
Recognize how personification is used in a text.	
Identify the effect of figurative language on the tone, message, or meaning in a text.	
Identify symbolism, foreshadowing, and flashback and/or analyze the effect on the passage.	
Character	8
Performance Expectations	
Identify a character's traits through identifying thoughts, words, actions and narrator's description.	
Use evidence in the text to analyze and/or describe characters' traits, motivations, conflicts, opinions, relationships, and changes.	
Literary Techniques	6
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, sarcasm, imagery, sensory words, and story patterns).	
Recognize the effects achieved by a variety of literary techniques.	
Recognize how an author's language choices such as vocabulary and sensory words affect a passage.	
Identify use of slang, jargon, invented words, and colloquialisms and analyze their purpose.	
Distinguish between vague and precise language.	
Recognize elements of style that may elicit an emotional response from readers.	

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Middle School Literary Analysis - 600L

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Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Identify a variety of fiction and nonfiction genres by their distinguishing characteristics.	
Determine the best source of information based on characteristics of types of information sources.	
Point of View, Narrator, and Dialogue	5
Performance Expectations	
Identify the speaker in a poem or the narrator of a selection.	
Identify the point of view (first-person, third-person, and omniscient) of a character in a reading selection.	
Recognize how the narrator's point of view affects readers' reactions to or understanding of a text.	
Identify use of dialect, slang, jargon, invented words, and colloquialisms and analyze their purpose in dialogue.	
Literary and Poetic Elements	5
Performance Expectations	
Identify setting in a reading selection.	
Identify ways in which the setting influences the story.	
Recognize ways that the setting contributes to the mood of a selection.	
Identify the tone or mood of a text.	
Recognize how tone and mood contribute to the effect of a reading passage.	
Identify rhythm and rhyming patterns in poetry.	
Recognize how structure, including line length, repetition, punctuation, and rhythm, contribute to the overall effect in poetry.	
Figurative Language and Other Literary Devices	6
Performance Expectations	
Identify figurative language in a reading selection.	
Identify the meanings of metaphors/similes and the items or ideas being compared in metaphors/similes.	
Identify the meaning of personification.	
Recognize how personification is used in a text.	
Identify the effect of figurative language on the tone, message, or meaning in a text.	
Identify symbolism, foreshadowing, and flashback and/or analyze the effect on the passage.	
Character	8
Performance Expectations	
Identify a character's traits through identifying thoughts, words, actions and narrator's description.	
Use evidence in the text to analyze and/or describe characters' traits, motivations, conflicts, opinions, relationships, and changes.	
Literary Techniques	6
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, sarcasm, imagery, sensory words, and story patterns).	
Recognize the effects achieved by a variety of literary techniques.	
Recognize how an author's language choices such as vocabulary and sensory words affect a passage.	
Identify use of slang, jargon, invented words, and colloquialisms and analyze their purpose.	
Distinguish between vague and precise language.	
Recognize elements of style that may elicit an emotional response from readers.	

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Middle School Literary Analysis - 700L

Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Identify the genre of a text.	
Describe or analyze the features of a specific genre.	
Point of View, Narrator, and Dialogue	5
Performance Expectations	
Identify the speaker in a poem or the narrator of a selection.	
Identify the point of view (first-person, third-person, and omniscient) of a character in a reading selection.	
Literary and Poetic Elements	5
Performance Expectations	
Identify the setting of a text.	
Understand the setting's relation to and influence on other textual elements, such as plot or character.	
Identify the mood and/or tone of a text.	
Identify text that contributes to the mood or tone.	
Identify the effect of mood and/or tone.	
Figurative Language and Other Literary Devices	6
Performance Expectations	
Identify figurative language used in text.	
Demonstrate understanding of meaning of figurative language used in text.	
Identify the effect of the use of figurative language.	
Character	8
Performance Expectations	
Identify a character's traits through identifying thoughts, words, actions and narrator's description.	
Literary Techniques	6
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, sarcasm, irony, satire, imagery, sensory words, and story patterns).	
Recognize the effects achieved by a variety of literary techniques.	
Recognize how an author's language choices such as vocabulary and sensory words affect a passage.	
Identify use of slang, jargon, invented words, and colloquialisms and analyze their purpose.	
Distinguish between vague and precise language.	
Recognize elements of style that may elicit an emotional response from readers.	

**PA Series Reading
Diagnostic Tests - Teacher Guide**

Middle School Literary Analysis - 800L

Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Identify the genre of a text.	
Describe or analyze the features of a specific genre.	
Determine the best source of information based on characteristics of types of information sources.	
Point of View, Narrator, and Dialogue	5
Performance Expectations	
Identify the speaker in a poem or the narrator of a selection.	
Identify the point of view (first-person, third-person, and omniscient) of a character in a reading selection.	
Recognize how the narrator's point of view affects readers' reactions to or understanding of a text.	
Identify use of dialect, slang, jargon, invented words, and colloquialisms and analyze their purpose in dialogue.	
Literary or Poetic Elements	5
Performance Expectations	
Identify the setting of a text.	
Understand the setting's relation to and influence on other textual elements, such as plot or character.	
Identify the mood and/or tone of a text.	
Identify text that contributes to the mood or tone.	
Identify the effect of mood and/or tone.	
Identify rhythm and rhyming patterns in poetry.	
Recognize how structure, including line length, repetition, punctuation, and rhythm, contribute to the overall effect in poetry.	
Figurative Language and Other Literary Devices	6
Performance Expectations	
Identify figurative language used in text.	
Demonstrate understanding of meaning of figurative language used in text.	
Identify the effect of the use of figurative language.	
Identify the use of symbolism, foreshadowing, or flashback.	
Analyze the effects of the use of symbolism, foreshadowing, or flashback.	
Character	8
Performance Expectations	
Identify a character's traits through identifying thoughts, words, actions and narrator's description.	
Use evidence in the text to analyze and/or describe characters' traits, motivations, conflicts, opinions, relationships, and changes.	
Literary Techniques	6
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, sarcasm, irony, satire, imagery, sensory words, and story patterns).	
Recognize the effects achieved by a variety of literary techniques.	
Recognize how an author's language choices such as vocabulary and sensory words affect a passage.	
Identify use of slang, jargon, invented words, and colloquialisms and analyze their purpose.	
Distinguish between vague and precise language.	
Recognize elements of style that may elicit an emotional response from readers.	

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Middle School Literary Analysis - 900L

Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Identify the genre of a text.	
Describe or analyze the features of a specific genre.	
Point of View, Narrator, and Dialogue	5
Performance Expectations	
Identify the speaker in a poem or the narrator of a selection.	
Identify the point of view (first-person, third-person, and omniscient) of a character in a reading selection.	
Literary and Poetic Elements	5
Performance Expectations	
Identify the setting of a text.	
Understand the setting's relation to and influence on other textual elements, such as plot or character.	
Identify the mood and/or tone of a text.	
Identify text that contributes to the mood or tone.	
Identify the effect of mood and/or tone.	
Figurative Language and Other Literary Devices	6
Performance Expectations	
Identify figurative language used in text.	
Demonstrate understanding of meaning of figurative language used in text.	
Identify the effect of the use of figurative language.	
Character	8
Performance Expectations	
Identify a character's traits through identifying thoughts, words, actions and narrator's description.	
Literary Techniques	6
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, sarcasm, irony, satire, imagery, sensory words, and story patterns).	
Recognize the effects achieved by a variety of literary techniques.	
Recognize how an author's language choices such as vocabulary and sensory words affect a passage.	
Identify use of slang, jargon, invented words, and colloquialisms and analyze their purpose.	
Distinguish between vague and precise language.	
Recognize elements of style that may elicit an emotional response from readers.	

**PA Series Reading
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Middle School Literary Analysis - 1000L

Reporting Category	Number of Questions
Genre	6
Performance Expectations	
Identify the genre of a text.	
Describe or analyze the features of a specific genre.	
Determine the best source of information based on characteristics of types of information sources.	
Point of View, Narrator, and Dialogue	5
Performance Expectations	
Identify the speaker in a poem or the narrator of a selection.	
Identify the point of view (first-person, third-person, and omniscient) of a character in a reading selection.	
Recognize how the narrator's point of view affects readers' reactions to or understanding of a text.	
Identify use of dialect, slang, jargon, invented words, and colloquialisms and analyze their purpose in dialogue.	
Literary and Poetic Elements	5
Performance Expectations	
Identify setting of a text.	
Understand the setting's relation to and influence on other textual elements, such as plot or character.	
Identify the mood and/or tone of a text.	
Identify text that contributes to the mood or tone.	
Identify the effect of mood and/or tone.	
Identify rhythm and rhyming patterns in poetry.	
Recognize how structure, including line length, repetition, punctuation, and rhythm, contribute to the overall effect in poetry.	
Figurative Language and Other Literary Devices	6
Performance Expectations	
Identify figurative language used in text.	
Demonstrate understanding of meaning of figurative language used in text.	
Identify the effect of the use of figurative language.	
Identify the use of symbolism, foreshadowing, or flashback.	
Analyze the effects of the use of symbolism, foreshadowing, or flashback.	
Character	8
Performance Expectations	
Identify a character's traits through identifying thoughts, words, actions and narrator's description.	
Use evidence in the text to analyze and/or describe characters' traits, motivations, conflicts, opinions, relationships, and changes.	
Literary Techniques	6
Performance Expectations	
Identify a variety of literary techniques (e.g., description, humor, sarcasm, irony, satire, imagery, sensory words, and story patterns).	
Recognize the effects achieved by a variety of literary techniques.	
Recognize how an author's language choices such as vocabulary and sensory words affect a passage.	
Identify use of slang, jargon, invented words, and colloquialisms and analyze their purpose.	
Distinguish between vague and precise language.	
Recognize elements of style that may elicit an emotional response from readers.	

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DIAGNOSTIC TEST REPORTS

PA Series offers two diagnostic reports, available online and in a print-friendly version: Class Diagnostic Report and Student Diagnostic Report. Teachers can view the diagnostic reports after the class or student has finished testing and has submitted the test for scoring. Access to reports is restricted to authorized users and requires a login ID and password.

Only students who have successfully submitted their tests at the end of testing will have scores. Students and scores that do not appear on the report may be a result of a test not being properly submitted at the end of the test session. Go to the PA Series Web site Main Menu and click on View a Test Session to verify the status of each test.

Complete instructions for viewing reports can be found in the *PA Series Reference Guide*. The guide is available for download as a PDF file from the Resource Library page at <http://etest.ncs.com/customers/Pearson/etest/resources.htm>.

Class Diagnostic Report

The purpose of the Class Diagnostic Report is to provide educators with ready access to a listing of all the scored diagnostic tests reported for a given class. Teachers can use the report to identify overall strengths or weaknesses in class performance and to identify individual students who may be having difficulty with particular areas.

The Class Diagnostic Report lists all students in the selected class who successfully submitted a Reading diagnostic test for scoring. There are several sorting options and embedded links within this report.

Student Name	Test Date	Test Name	Number Correct	Percent Correct
HAIN, DIANNE T	05/10/04	Middle 400L Comprehension 1	32/36	88%
JONES, JIM	05/10/04	Middle 400L Comprehension 1	30/36	83%

- Clicking on the Print-Friendly Version link above the table will create a .pdf version of the report that can be printed or saved locally.
- Clicking on the Student Name column header sorts the report in ascending order by the students' last names.
- Clicking on an individual student's name links to the Student Diagnostic Report for that student (for more information on that report, please see the following section in this guide).
- Clicking on the Test Date column header sorts the report by test date scored, in descending order.

- Clicking on the Test Name column header sorts the report in ascending order by the name of the test scored.
- Click on an individual test name to open the Item Analysis report for the selected test.
- The Number Correct column displays the individual student's proportion correct as number correct/total number of questions on that form.

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- The Percent Correct column displays the percentage of the total items that the student answered correctly, rounded to the nearest whole number (e.g., 25.5% correct is reported as 26%, 25.3% correct is reported as 25%).

Student Diagnostic Report

The purpose of the Student Diagnostic Report is to provide information for each reporting category or score group within a diagnostic test. Each diagnostic test form includes 36 questions and from five to six score groups. Educators can use the student reports to more precisely identify where a student's strengths and weaknesses lie, and then use the reported results to inform instructional decisions.

An individual student's results for all diagnostic tests scored are accessible through clicking on the student's name on the Class Diagnostic Report (see the preceding section in this guide) or from the Item Analysis Report. The upper portion of an individual student's diagnostic report shows general information about the student: name, student number, grade, district, school, and class. For each diagnostic test the student submitted for scoring, displayed in the section labeled Score Group, are the number correct of the total possible and the percent correct for each reporting category. The reporting categories for each test are defined in the first section of this guide.

Student Diagnostic Report

Student Name: BLYVIN, TANIA District: WALNUT VALLEY DIST
 Student Number: 8702130 School: JEFFERSON SCHOOL
 Grade: 5 Class: CANSECO, JORGE

[Print-friendly Version](#)

Score Group	Number Correct	Percent Correct
Author's Purpose/Point of View and Fact/Opinion	5/7	71
Literal Comprehension	10/12	83
Summarize	5/5	100
Cause and Effect	4/5	80
Graphic Organizers and Story Sequence	6/7	86
TOTAL	30/36	83

Score Group	Number Correct	Percent Correct
Prefixes, Suffixes, and Root Words	4/7	57
Synonyms, Antonyms, and Other Word Relationships	7/8	88
Homophones, Homographs, and Multiple-Meaning Words	5/7	71
Dictionary, Thesaurus, and Glossary	5/6	83
Word Meaning	8/8	100
TOTAL	29/36	81

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- Clicking on the Print-Friendly Version link above the table will create a .pdf version of the report that can be printed or saved locally.
 - The Number Correct column displays the individual score group proportion correct as number correct/total number of questions in that Score Group. The overall total for that test form is also displayed as a proportion.
 - The Percent Correct column displays the percentage of the total items in a Score Group that the student answered correctly, rounded to the nearest whole number (e.g., 25.5% correct is reported as 26%, 25.3% correct is reported as 25%). The total percent correct for that form is also displayed.
- Click on an individual test name to open the Item Analysis report for the selected test.