	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**
N/A	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, such as explicit or implicit details, to support a given conclusion based on the text.	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 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 or central idea 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 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	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

		the correct meaning of an unknown word or phrase in a text.	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 to 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 that support that conclusion and inference.
5	Students can identify the use of literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view) within a text.	Students can describe or compare the use of or the relationship between literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view); and distinguish their own point(s) of view from that of the author or narrator.	Students can describe and compare the use of and the relationship between literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view) within one text or across two texts; and distinguish their own point(s) of view from that of the author or narrator.
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.	Students can analyze and interpret how the overall structure of a text and the structure within a text impacts meaning; and analyze and interpret why the author structured elements within the text 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 use explicit or implicit details to determine the meaning of figurative language used in context; interpret the intent and use of a literary device; and interpret the connotative meaning of words and phrases used in context.	Students can use explicit and implicit details to 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, a supporting detail, a key event, or a procedure in a text.	Students can determine a central idea, a key event, or a procedure in a text; and identify a detail from the text that supports the central idea, key event, or procedure.	Students can determine a central idea, key event, and a procedure in a text; determine a supporting details, key events, and procedures; and summarize a key event, a procedure, and the whole text.
12	Students can identify the relationship 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 relationships or interactions between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text; determine how the author's conflicting information reveals the author's message or purpose; determine the author's message or purpose within a text or across two texts; and determine the author's purpose and distinguish own point of view from that of the author.	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 different texts; analyze how conflicting information reveals the author's message or purpose within a text or across two different texts; analyze the author's message or purpose within a text or across two texts; and determine the author's purpose and distinguish own point of view from that of the author.
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 use of text features (e.g., headings, formatting, and indices) impacts its 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; and analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

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 their grade level. For example, a student in Level 2 can edit for subject-verb agreement in a short, simple stimulus, while a student in Level 4 can edit for 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 narratives that engage and orient the reader by establishing a situation; introducing a narrator or character(s); organizing the narrative with a sequence of events that unfolds naturally; using temporal words or phrases (e.g., first, second, and last) to signal event order; and providing a closure. Based on their understanding of explicit context, students can use information provided in a stimulus to revise and elaborate narratives and apply narrative techniques such as including dialogue to convey events or experiences; and including descriptive details to convey events or experiences.	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 narratives that engage and orient the reader by establishing a situation; introducing a narrator and/or character(s); organizing the narrative with a sequence of events that unfolds naturally; using temporal words or phrases (e.g., then, before, and while) to signal event order; and providing a closure that follows logically from the narrative. When revising, students can reorganize details to support a central idea. Based on their understanding of explicit or implicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to revise and elaborate narratives and apply narrative techniques such as including dialogue to convey events or experiences; including descriptive details to convey	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 narratives that engage and orient the reader by establishing a situation; introducing a narrator and character(s); organizing the narrative with a sequence of events that unfolds naturally and may include time shifts; using temporal words or phrases to signal event order 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 and apply narrative techniques such as including dialogue to convey events and experiences; including descriptive

		events or experiences; and identifying details that should be deleted because they are inconsistent with the rest of the narrative.	details to convey 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 text by identifying improved organizational elements such as introducing a topic; stating a central idea; grouping related information together; and including an appropriate conclusion.

Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise informational or explanatory text by identifying the best use of elaboration techniques such as using supporting details; and deleting details that do not support the central idea. | Based on their understanding of explicit context or an explicitly stated central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory text by identifying improved organizational elements such as introducing a topic; stating a central idea; grouping related information together; using words and phrases to connect ideas (e.g., linking words and transitions); and including a conclusion that is appropriate to the audience and related to the information or explanation presented.

Based on their understanding of explicit context or an explicitly stated central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise informational or explanatory text by identifying best use of elaboration techniques such as developing the topic with supporting details; and deleting details that do not support the central idea. | Based on inferences from context or an explicit or implicit central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory text by identifying and applying improved organizational elements such as introducing a topic; stating a central idea; grouping related information together; using words and phrases to connect ideas (e.g., linking words and transitions); and including a conclusion that is appropriate to the audience and related to the information or explanation presented.

Based on inferences from context or an explicit or implicit central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise a complex informational or explanatory text by identifying and applying best use of elaboration techniques such as developing the topic with supporting details; and deleting details that do not support the central idea. |
| 6 | Based on their understanding of explicit context, students can use | Based on their understanding of explicit context or an explicitly | Based on inferences from context or an explicit or implicit central |

	information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements such as stating an opinion about an explicit topic; organizing supporting reasons; using words and phrases (e.g., linking and transitional) to connect opinions to reasons; and providing an appropriate conclusion. Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying the best use of elaboration techniques such as developing the opinion with supporting reasons from the text; and deleting details that do not support the opinion.	stated central idea, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements such as stating an opinion about a topic; establishing a context; organizing supporting reasons; using words and phrases (e.g., linking and transitional) to connect opinions to reasons; and providing an appropriate conclusion that supports the stated opinion. Based on their understanding of explicit context or an explicitly stated central idea, students can use information provided in a stimulus and/or provided notes to develop, organize, or revise opinion text by identifying the best use of elaboration techniques such as developing the opinion with supporting reasons from the text; and deleting details that do not support the opinion.	idea, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying and applying improved organizational elements such as stating an opinion about a topic; establishing a context; organizing supporting reasons; using words and phrases (e.g., linking and transitional) to connect opinions to reasons; and providing an appropriate conclusion that supports the stated opinion. Based on inferences from context or an explicit or implicit central idea, students can use information provided in a stimulus and/or provided notes to develop, organize, or revise complex opinion text by identifying and applying the best use of elaboration techniques such as developing the opinion with supporting reasons not explicitly or implicitly stated in the text; and deleting details that do not support the opinion.
8	Students can identify and use the best word(s) or phrase(s) for an audience or purpose; and identify and use the best tier 1 word or academic/tier 2 words or phrases to make meaning clear.	Students can identify and use the best word(s) or phrase(s) for an audience or purpose; and identify and use the best academic/tier 2 or domain-specific/tier 3 words or phrases to make meaning clear.	Students can identify and use the best word(s) or phrase(s) for an audience or purpose; identify and use the best academic/tier 2 or domain-specific/tier 3 words or phrases to make meaning clear; and evaluate the effect of word choice on the audience in achieving a purpose.
9	Students can apply and edit some	Students can apply and edit most	Students can apply and edit

grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Conventions at this grade and level of proficiency include corrections for the use of regular and irregular forms of nouns and verbs; correct verb tense; abstract nouns; shifts in subject-verb and pronoun-antecedent agreement; comparative and superlative forms of adjectives and adverbs; coordinating and subordinating conjunctions; capitalization of titles; punctuation (commas in an address and with dialogue); possessives; and the use of spelling conventions (e.g., high-frequency words and adding suffixes, patterns, and generalizations).	grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Conventions at this grade and level of proficiency include corrections for the use of regular and irregular forms of nouns and verbs; correct verb tense; abstract nouns; shifts in subject-verb and pronoun-antecedent agreement; comparative and superlative forms of adjectives and adverbs; coordinating and subordinating conjunctions; capitalization of titles; punctuation (commas in an address and with dialogue); possessives; and the use of spelling conventions (e.g., high-frequency words and adding suffixes, patterns, and generalizations).	almost all grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Conventions at this grade and level of proficiency include corrections for the use of regular and irregular forms of nouns and verbs; correct verb tense; abstract nouns; shifts in subject-verb and pronoun-antecedent agreement; comparative and superlative forms of adjectives and adverbs; coordinating and subordinating conjunctions; capitalization of titles; punctuation (commas in an address and with dialogue); possessives; and the use of spelling conventions (e.g., high-frequency words and adding suffixes, patterns, and generalizations).