



Assessments

Arizona English Language Arts Performance Level Descriptors (For ACT)—Reading

The following descriptors represent the range of student performances on the ACT® Reading test that are associated with each performance level. Descriptors are organized according to categories from Arizona’s English Language Arts Standards.

Category	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
Key Ideas & Details	<p>Students performing at the <i>Minimally Proficient</i> level are able to comprehend literary and informational passages mainly at the <i>More Challenging*</i> level.</p> <p>To demonstrate close reading of these literary and informational passages, students performing at the <i>Minimally Proficient</i> level are able to:</p> <ul style="list-style-type: none"> • Locate explicitly stated details (9-10.RL.1; 9-10.RI.1) • Draw a logical conclusion that is strongly supported by details in the surrounding passage text (9-10.RL.1; 9-10.RI.1) • Understand a simple sequence of events or a clear cause-and-effect relationship (9-10.RL.1; 9-10.RI.3) • Identify the main idea or point of a largely straightforward literary narrative (9-10.RL.2; 9-10.RI.2) 	<p>Students performing at the <i>Partially Proficient</i> level are able to comprehend literary and informational passages at the <i>More Challenging to Complex*</i> levels.</p> <p>In addition to demonstrating the skills at the <i>Minimally Proficient</i> level, to demonstrate close reading of these literary and informational passages, students performing at the <i>Partially Proficient</i> level are able to:</p> <ul style="list-style-type: none"> • Identify key details from a passage (9-10.RL.1; 9-10.RI.1) • Draw a logical conclusion that is supported by many details throughout a passage (9-10.RL.1; 9-10.RI.1) • Understand a sequence of events in a linear passage or an important cause-and-effect relationship (9-10.RL.1; 9-10.RI.3) • Understand interactions between two characters or interpret a character’s attitude in a literary narrative (9-10.RL.3) • Determine the theme of a literary narrative or the main idea of a straightforward paragraph or passage (9-10.RL.2; 9-10.RI.2) 	<p>Students performing at the <i>Proficient</i> level are able to comprehend literary and informational passages at the <i>More Challenging to Highly Complex*</i> levels.</p> <p>In addition to demonstrating the skills at the <i>Minimally Proficient</i> and <i>Partially Proficient</i> levels, to demonstrate close reading of these literary and informational passages, students performing at the <i>Proficient</i> level are able to:</p> <ul style="list-style-type: none"> • Identify key details in a dense passage or in a complex section of the passage (9-10.RL.1; 9-10.RI.1) • Make logical inferences based on a challenging portion of the passage or on details throughout the whole passage (9-10.RL.1; 9-10.RI.1) • Draw inferences about a sequence of events or a complex cause-and-effect relationship (9-10.RL.1; 9-10.RI.3) • Use details from a passage to draw meaningful comparisons between important people or concepts (9-10.RL.1; 9-10.RI.3) • Analyze how a character develops over the course of a passage (9-10.RL.3) • Summarize or restate an important paragraph or determine the main idea of a paragraph when not explicitly stated (9-10.RL.2; 9-10.RI.2) 	<p>Students performing at the <i>Highly Proficient</i> level are able to comprehend literary and informational passages at the <i>More Challenging to Highly Complex*</i> levels.</p> <p>In addition to demonstrating the skills at the <i>Minimally Proficient</i>, <i>Partially Proficient</i>, and <i>Proficient</i> levels, to demonstrate close reading of these literary and informational passages, students performing at the <i>Highly Proficient</i> level are able to apply multiple reading strategies in order to:</p> <ul style="list-style-type: none"> • Identify or paraphrase a key detail in a particularly complex section of a passage or in a dense scientific passage (9-10.RL.1; 9-10.RI.1; 9-10.RL.2; 9-10.RI.2) • Use evidence from a passage to make a detailed inference about an abstract concept in the passage (9-10.RL.1; 9-10.RI.1) • Determine the sequence of events in a nonlinear narrative or infer the order of a complex sequence in an informational passage (9-10.RL.1; 9-10.RI.3) • Identify, interpret, and synthesize information in order to analyze a complex relationship or idea (9-10.RL.1; 9-10.RL.3; 9-10.RI.1; 9-10.RI.3) • Evaluate how a character develops over the course of a passage (9-10.RL.3) • Determine the implied main idea of an information-dense paragraph or passage (9-10.RL.2; 9-10.RI.2)

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Craft & Structure	<p>Students performing at the <i>Minimally Proficient</i> level are able to comprehend literary and informational passages mainly at the <i>More Challenging*</i> level.</p> <p>Students performing at the <i>Minimally Proficient</i> level are developing their understanding about the author's craft and text structure and are able to:</p> <ul style="list-style-type: none"> ● Provide a synonym for a key word or phrase when the meaning is clear from the surrounding passage text (9-10.RL.4, 9-10.RI.4) ● Interpret basic figurative language (9-10.RL.4, 9-10.RI.4) ● Determine the purpose of a paragraph when the function is straightforward (e.g., a scene-setting paragraph in a literary narrative) (9-10.RL.5, 9-10.RI.5) 	<p>Students performing at the <i>Partially Proficient</i> level are able to comprehend literary and informational passages at the <i>More Challenging to Complex*</i> levels.</p> <p>In addition to demonstrating the skills at the <i>Minimally Proficient</i> level, students performing at the <i>Partially Proficient</i> level are able to use knowledge about the author's craft and text structure to:</p> <ul style="list-style-type: none"> ● Use context to determine the meaning of words and phrases, including interpreting basic figurative language (9-10.RL.4; 9-10.RI.4) ● Identify the main purpose of a paragraph or passage when the function is straightforward (9-10.RL.5; 9-10.RI.5) ● Analyze how one or more sentences in a passage relate to the whole, including determining the author's purpose for including certain details (9-10.RL.5; 9-10.RI.5) ● Identify basic narrative point of view (9-10.RL.6) ● Understand how cultural experiences are reflected in a passage (9-10.RL.6) 	<p>Students performing at the <i>Proficient</i> level are able to comprehend literary and informational passages at the <i>More Challenging to Highly Complex*</i> levels.</p> <p>In addition to demonstrating the skills at the <i>Minimally Proficient</i> and <i>Partially Proficient</i> levels, students performing at the <i>Proficient</i> level are able to use knowledge about the author's craft and text structure to:</p> <ul style="list-style-type: none"> ● Use context to determine the meaning of words and phrases, including determining technical, connotative, and figurative meanings, especially when a less common meaning is intended (9-10.RL.4, 9-10.RI.4) ● Infer the meaning of a key word or phrase when the reference requires careful interpretation of context (9-10.RL.4; 9-10.RI.4) ● Analyze the overall structure or focus of a passage (9-10.RL.5; 9-10.RI.5) ● Determine the purpose of a complex informational passage or paragraph when purpose is subtle or not explicit (9-10.RL.5; 9-10.RI.5) ● Analyze the function of a key rhetorical element (e.g., a description or example), including how this element might contribute to a larger idea in the passage or the passage's larger purpose (9-10.RI.6) ● Understand point of view and determine perspective in a passage presenting thoughts or feelings of multiple characters or people (9-10.RL.6; 9-10.RI.6) ● Analyze how points of view and cultural experiences are reflected in a passage (9-10.RL.6) 	<p>Students performing at the <i>Highly Proficient</i> level are able to comprehend literary and informational passages at the <i>More Challenging to Highly Complex*</i> levels.</p> <p>In addition to demonstrating the skills at the <i>Minimally Proficient</i>, <i>Partially Proficient</i>, and <i>Proficient</i> levels, students performing at the <i>Highly Proficient</i> level are able to use knowledge about the author's craft and text structure to:</p> <ul style="list-style-type: none"> ● Interpret how an author's rhetoric or diction helps shape the meaning of a passage (9-10.RL.4; 9-10.RI.4; 9-10.RI.6) ● Recognize shifts in passage focus or structure in a complex literary narrative or dense informational passage (9-10.RL.5; 9-10.RI.5) ● Determine the primary purpose of a particularly complex passage (9-10.RL.5; 9-10.RI.5) ● Determine how a sentence or paragraph contributes to the overall purpose of a text or contributes to an argument in a complex informational passage (9-10.RL.5; 9-10.RI.5) ● Distinguish between multiple subtle perspectives within a passage or determine a point of view associated with a specific thought or statement (9-10.RL.6; 9-10.RI.6) ● Evaluate how points of view and cultural experiences are reflected in a passage (9-10.RL.6)

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Integration of Knowledge & Ideas	<p>Students performing at the <i>Minimally Proficient</i> level are able to comprehend literary and informational passages mainly at the <i>More Challenging*</i> level.</p> <p>Students performing at the <i>Minimally Proficient</i> level are developing skills for understanding claims and integrating knowledge and ideas from across texts and multiple texts. They are working toward being able to demonstrate the skills identified at the <i>Partially Proficient</i> level.</p>	<p>Students performing at the <i>Partially Proficient</i> level are able to comprehend literary and informational passages at the <i>More Challenging to Complex*</i> levels.</p> <p>Students performing at the <i>Partially Proficient</i> level integrate knowledge and ideas from across texts and multiple texts and are able to:</p> <ul style="list-style-type: none"> • Compare two passages, identifying an important idea supported by both passages (9-10.RL.7; 9-10.RI.7) • Draw a basic comparison between characters in two passages (9-10.RL.7; 9-10.RI.7) • Identify a claim when it is clearly stated in a passage (9-10.RI.8) • Identify support for a claim made in a passage when support is clear or near the claim being made (9-10.RI.8) 	<p>Students performing at the <i>Proficient</i> level are able to comprehend literary and informational passages at the <i>More Challenging to Highly Complex*</i> levels.</p> <p>In addition to demonstrating the skills at the <i>Partially Proficient</i> level, students performing at the <i>Proficient</i> level integrate knowledge and ideas from across texts and multiple texts and are able to:</p> <ul style="list-style-type: none"> • Draw a meaningful comparison between key people or events in two passages (9-10.RL.7; 9-10.RI.7) • Compare how two passages present information and analyze differences (9-10.RL.7; 9-10.RI.7) • Analyze similarities or differences in purpose or authorial perspective in two passages (9-10.RL.7; 9-10.RI.7) • Determine a passage’s central claim, especially when the claim is complex or not explicitly stated (9-10.RI.8) • Determine which claim a piece of textual evidence supports (9-10.RI.8) <p>These students should also be able to:</p> <ul style="list-style-type: none"> • Analyze how an author draws on source material of historical and literary significance, including how the author addresses related themes and concepts (9-10.RL.9; 9-10.RI.9) 	<p>Students performing at the <i>Highly Proficient</i> level are able to comprehend literary and informational passages at the <i>More Challenging to Highly Complex*</i> levels.</p> <p>In addition to demonstrating the skills at the <i>Partially Proficient</i> and <i>Proficient</i> levels, students performing at the <i>Highly Proficient</i> level integrate knowledge and ideas from across texts and multiple texts and are able to:</p> <ul style="list-style-type: none"> • Use information from two passages to make a reasonable inference or generalization (9-10.RL.7; 9-10.RI.7) • Analyze how two passages explore the same topic in different ways (9-10.RL.7; 9-10.RI.7) • Determine if and how the purpose of two passages differs when the passages are exploring similar topics or themes (9-10.RL.7; 9-10.RI.7) • Infer a central claim in a complex or dense informational passage, using details from the whole passage (9-10.RI.8) • Identify specific details or evidence to support an author’s claim or conclusion (9-10.RI.8) • Separate a reasoned judgment from fact or opinion in a complex or dense informational passage (9-10.RI.8)

**More Challenging, Complex, and Highly Complex* refer to levels on ACT’s qualitative text complexity rubrics for literary and informational texts. The rubrics are published with ACT’s College & Career Readiness Standards here: [ACT’s College & Career Readiness Standards](#)