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| **K** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 1:** Students can determine *information* in grade-level text. | **ToM.R.K.1**Students can identify grade-appropriate words, phrases, or sentences that signal a **narrator, people, events, and a main topic** in a grade-level text. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. |
| **ToM.R.K.2**Students can identify grade-appropriate words, phrases, or sentences that describe **individuals, feelings, and events** in a grade-level text. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. |
| **ToM.R.K.3**Students can identify basic **features** **of** **print, sounds, and grade-appropriate words**. | Student cannot or can identify one basic **feature** **of** **print, sounds, or grade-appropriate words**. | Student can identify a few basic **features** **of** **print, and a few sounds and grade-appropriate words**. | Student can identify some basic **features** **of** **print and sounds,** and a few **grade-appropriate words**. | Student can identify most basic **features** **of** **print and sounds,** and some **grade-appropriate words**. | Student can identify most basic **features** **of** **print, sounds, and grade-appropriate words**. |

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| **K** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 2:** Students can determine the *development of ideas* in grade-level text | **ToM.R.K.4**Students can identify **one-to-one letter-sound correspondence** and identify **high frequency grade-appropriate words** in context. | Student cannot or can identify a few **one-to-one letter-sound correspondence** or **high frequency words** in context. | Student can identify some **one-to-one letter-sound correspondence** and a few **high frequency words** in context. | Student can identify most **one-to-one letter-sound correspondence** and a few **high frequency words** in context. | Student can identify most **one-to-one letter-sound correspondence** and some **high frequency words** in context. | Student can identify most **one-to-one letter-sound correspondence** and **high frequency words** in context. |
| **ToM.R.K.5**Students can identify grade-appropriate words or phrases that **develop a story, a description, a sequence of events, or relationships** in grade-level texts. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. | This ToM will be assessed through the listening modality for this grade only. |  This ToM will be assessed through the listening modality for this grade only. |  This ToM will be assessed through the listening modality for this grade only. |

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| **1-2** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 1:**Students can determine *information* in grade-level text. | **ToM.R.1-2.1**Students can identify grade-appropriate words, phrases, or sentences that signal **a** **narrator, people, ideas, events, and the main topic or message** in a grade-level text. | Student cannot or can identify a few grade-appropriate words or short phrases that signal **a** **narrator, people ideas, events, and the main topic or message** in a grade-level text. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal **a** **narrator, people, ideas, events, and the main topic or message** in a grade-level text. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal **a** **narrator, people, ideas, events, and the main topic or message** in a grade-level text. | Student can identify most grade-appropriate simple and some complex sentences that signal **a** **narrator, people, ideas, events, and the main topic or message** in a grade-level text. | Student can identify most grade-appropriate complex sentences that signal **a** **narrator, people, ideas, events, and the main topic or message** in a grade-level text. |
| **ToM.R.1-2.2**Students can identify grade-appropriate words, phrases, or sentences that **signal or describe** **key elements, sequence and relationships** in a grade-level text. | Student cannot or can identify a few grade-appropriate words or short phrases that **signal or describe** **key elements, sequence and relationships** in a grade-level text. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that **signal or describe** **key elements, sequence and relationships** in a grade-level text. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal or describe** **key elements, sequence and relationships** in a grade-level text. | Student can identify most grade-appropriate simple and some complex sentences that **signal or describe** **key elements, sequence and relationships** in a grade-level text. | Student can identify most grade-appropriate complex sentences that **signal or describe** **key elements, sequence and relationships** in a grade-level text. |
| **ToM.R.1-2.3**Students can determine the meaning of grade-appropriate **Tier 1 and some Tier 2 vocabulary** in a grade-level text. | Student cannot or can determine the meaning of a few **grade-appropriate Tier 1 vocabulary** in a grade-level text. | Student can determine the meaning of some **grade-appropriate Tier 1** and a few **Tier 2 vocabulary** in a grade-level text. | Student can determine the meaning of most **grade-appropriate Tier 1** and a few **Tier 2 vocabulary** in a grade-level text. | Student can determine the meaning of most **grade-appropriate Tier 1** and some **Tier 2 vocabulary** in a grade-level text. | Student can determine the meaning of most **grade-appropriate Tier 1** and **Tier 2 vocabulary** in a grade-level text. |
| **1-2** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 2:** Students can determine the *development of ideas* in grade-level text | **ToM.R.1-2.4**Students can identify grade-appropriate text structures that develop **a story, description, a sequence of events, or relationships** in grade-level texts. | Student cannot or can identify a few simple text structures that develop **a story, description, a sequence of events, or relationships** in grade-level texts. | Student can identify some simple text structures that develop **a story, description, and a sequence of events, or relationships** in grade-level texts. | Student can identify most simple and a few complex text structures that develop **a story, description, a sequence of events, or relationships** in grade-level texts. | Student can identify most simple and some complex text structures that develop **a story, description, a sequence of events, or relationships** in grade-level texts. | Student can identify most complex text structures that develop **a story, description, a sequence of events, or relationships** in grade-level texts. |
| **ToM.R.1-2.5**Students can determine how the structure of grade-appropriate language **describes ideas, events, and relationships** in grade-level texts. | Student cannot or can determine how the structure of grade-appropriate language—through words— **describes ideas, events, or relationships** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through words and phrases— **describes ideas, events, or relationships** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence— **describes ideas, events, or relationships** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through simple and a few complex sentences— **describes ideas, events, or relationships** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through complex sentences— **describes ideas, events, or relationships** in grade-level texts. |

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| **3-4** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 1:**Students can determine *information* in grade-level text*.* | **ToM.R.3-4.1**Students can identify grade-appropriate words, phrases, or sentences that **signal** **point of view, people, ideas, concepts, events, and the main topic or message** in a grade-level text. | Student cannot or can identify a few grade-appropriate words or short phrases that **signal** **point of view, people, ideas, concepts, events, and the main topic or message** in a grade-level text. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that **signal** **point of view, people, ideas, concepts, events, and the main topic or message** in a grade-level text. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal** **point of view, people, ideas, concepts, events, and the main topic or message** in a grade-level text. | Student can identify most grade-appropriate simple and some complex sentences that **signal** **point of view, people, ideas, concepts, events, and the main topic or message** in a grade-level text. | Student can identify most grade-appropriate complex sentences that **signal** **point of view, people, ideas, concepts, events, and the main topic or message** in a grade-level text. |
| **ToM.R.3-4.2**Students can identify grade-appropriate words, phrases, or sentences that **signal or convey key elements,** **sequence, connections, relationships, and point of view** in a grade-level text. | Student cannot or can identify a few grade-appropriate words or short phrases that **signal or convey** **key elements,** **sequence, connections, relationships, and point of view** in a grade-level text. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that **signal or convey key elements,** **sequence, connections, relationships, and point of view** in a grade-level text. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal or convey key elements,** **sequence, connections, relationships, and point of view** in a grade-level text. | Student can identify most grade-appropriate simple and some complex sentences that **signal or convey** **key elements,** **sequence, connections, relationships, and point of view** in a grade-level text. | Student can identify most grade-appropriate complex sentences that **signal or convey key elements, sequence, connections, relationships, and point of view** in a grade-level text. |

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| **3-4** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 1 Cont’d:**  | **ToM.R.3-4.3**Students can determine the literal or figurative meaning of **grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary** in a grade-level text. | Student cannot or can determine the literal meaning of some **grade-appropriate** **Tier 1** **vocabulary** in a grade-level text.  | Student can determine the literal meaning of some **grade-appropriate Tier 1** and a few **Tier 2** **and** **Tier 3** **vocabulary** in a grade-level text. | Student can determine most of the literal and a few of the figurative meanings of **grade-appropriate** **Tier 1 and some Tier 2 and Tier 3 vocabulary** in a grade-level text. | Student can determine most of the literal and some of the figurative meaning of grade-appropriate **Tier 1 and some Tier 2 and Tier 3** **vocabulary** in a grade-level text. | Student can determine most of the literal and figurative meaning of grade-appropriate **Tier 1 and some Tier 2 and Tier 3 vocabulary** in a grade-level text. |
| **READING GENERAL CLAIM 2:** Students can determine the *development of ideas* in grade-level text. | **ToM.R.3-4.4**Students can identify grade-appropriate text structures that **provide details, explain events, describe relationships, or develop a topic** in grade-level texts. | Student cannot or can identify a few simple grade-appropriate text structures that **provide details, explain events, describe relationships, or develop a topic** in grade-level texts. | Student can identify some simple grade-appropriate text structures that **provide details, explain events, describe relationships, or develop a topic** in grade-level texts. | Student can identify most simple and a few complex grade-appropriate text structures that **provide details, explain events, describe relationships, or develop a topic** in grade-level texts. | Student can identify most simple and some complex grade-appropriate text structures that **provide details, explain events, describe relationships, or develop a topic** in grade-level texts. | Student can identify most complex grade-appropriate text structures that **provide details, explain events, describe relationships, or develop a topic** in grade-level texts. |
| **ToM.R.3-4.5**Students can determine how the structure of grade-appropriate language **develops** **details, connections, and topics** in grade-level texts. | Student cannot or can determine how the structure of grade-appropriate language—through words—**develops** **details, connections, and topics** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through words and phrases—**develops** **details, connections, and topics** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence—**develops** **details, connections, and topics** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through simple and a few complex sentences—**develops** **details, connections, and topics** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through complex sentences—**develops** **details, connections, and topics** in grade-level texts. |

| **5-6** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
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| **LISTENING GENERAL CLAIM 1:** Students can determine *information* in grade-level text. | **ToM.R.5-6.1**Students can identify grade-appropriate words, phrases, or sentences that signal **point of view, people, two or more main ideas, concepts, reasons, events, key details and the message or theme** in a grade-level text. | Student cannot or can identify a few grade-appropriate words or short phrases that signal **point of view, people, two or more main ideas, concepts, reasons, events, key details and the message or theme** in a grade-level text. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal **point of view, people, two or more main ideas, concepts, reasons, events, key details and the message or theme** in a grade-level text. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal **point of view, people, two or more main ideas, concepts, reasons, events, key details and the message or theme** in a grade-level text. | Student can identify most grade-appropriate simple and some complex sentences that signal **point of view, people, two or more main ideas, concepts, reasons, events, key details and the message or theme** in a grade-level text. | Student can identify most grade-appropriate complex sentences that signal **point of view, people, two or more main ideas, concepts, reasons, events, key details and the message or theme** in a grade-level text. |
| **ToM.R.5-6.2**Students can identify grade-appropriate words, phrases, or sentences that signal or convey **key elements, sequence, connections, relationships, conclusions, and inferences** in a grade-level text. | Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey **key elements, sequence, connections, relationships, conclusions, and inferences** in a grade-level text. | Student can identify some grade-appropriate words and phrases, and a few simple structures that signal or convey **key elements, sequence, connections, relationships, conclusions, and inferences** in a grade-level text. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey **key elements, sequence, connections, relationships, conclusions, and inferences** in a grade-level text. | Student can identify most grade-appropriate simple and some complex structures that signal or convey **key elements, sequence, connections, relationships, conclusions, and inferences** in a grade-level text. | Student can identify most grade-appropriate complex structures that signal or convey **key elements, sequence, connections, relationships, conclusions, and inferences** in a grade-level text. |

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| **5-6** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 1:** Students can determine *information* in grade-level text. | **TOM.R.5-6.3**Students can determine the figurative or connotative meaning of **grade-appropriate** **Tier 1 and Tier 2 vocabulary, including some figurative language, and some Tier 3 vocabulary** in a grade-level text. | Student cannot or can determine the literal meaning of some **grade-appropriate** **Tier 1 vocabulary** in a grade-level text.  | Student can determine the literal meaning of some **grade-appropriate** **Tier 1** and a few **Tier 2 and Tier 3 vocabulary** in a grade-level text. | Student can determine most of the literal and a few of the figurative or connotative meanings of **grade-appropriate** **Tier 1, Tier 2, and some Tier 3 vocabulary** in a grade-level text. | Student can determine some of the figurative or connotative meanings of **grade-appropriate** **Tier 1, Tier 2, and some Tier 3 vocabulary** in a grade-level text. | Student can determine most of the figurative or connotative meaning of **grade-appropriate** **Tier 1, Tier 2, and some Tier 3 vocabulary** in a grade-level text. |
| **READING GENERAL CLAIM 2:** Students can determine the *development of ideas* in grade-level text. | **ToM.R.5-6.4**Students can identify grade-appropriate text structures that **provide details or evidence, explain events, describe relationships, or develop a topic** in grade-level texts. | Student cannot or can identify a few simple grade-appropriate structures that **provide details or evidence, explain events, describe relationships, or develop a topic** in grade-level texts. | Student can identify some simple grade-appropriate structures that **provide details or evidence, explain events, describe relationships, or develop a topic** in grade-level texts. | Student can identify most simple and a few complex grade-appropriate structures that **provide details or evidence, explain events, describe relationships, or develop a topic** in grade-level texts. | Student can identify most simple and some complex grade-appropriate structures that **provide details or evidence, explain events, describe relationships, or develop a topic** in grade-level texts. | Student can identify most complex grade-appropriate structures that **provide details or evidence, explain events, describe relationships, or develop a topic** in grade-level texts. |

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| **5-6** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 2:** Students can determine the *development of ideas* in grade-level text. | **ToM.R.5-6.5**Students can determine how the structure of grade-appropriate language **develops or integrates** **details, connections, relationships, and topics** in grade-level texts. | Student cannot or can determine how the structure of grade-appropriate language—through words—**develops or integrate** **details, connections, relationships, and topics** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through words and phrases—**develops or integrate** **details, connections, relationships, and topics** in grade-level texts. | Student can determine how the structure of grade appropriate language—through simple and at least one complex sentence—**develops or integrate** **details, connections, relationships, and topics** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through simple and a few complex sentences—**develops or integrate** **details, connections, relationships, and topics** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through complex sentences—**develops or integrate** **details, connections, relationships, and topics** in grade-level texts. |

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| **7-8** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 1:**Students can determine *information* in grade-level text. | **TOM.R.7-8.1**Students can identify grade-appropriate words, phrases, or sentences that **signal multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices and the message or theme** in grade-level text. | Student cannot or can identify a few grade-appropriate words or short phrases that **signal** **multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices and the message or theme** in grade-level text. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that **signal** **multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices and the message or theme** in grade-level text. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal** **multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices and the message or theme** in grade-level text. | Student can identify most grade-appropriate simple and some complex sentences that **signal** **multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices and the message or theme** in grade-level text. | Student can identify most grade-appropriate complex sentences that **signal** **multiple points of view or main ideas, individuals, concepts, reasons, evidence, events, key details, literary devices and the message or theme** in grade-level text. |
| **TOM.R.7-8.2**Students can identify grade-appropriate words, phrases, or sentences that **signal or convey** **key elements, sequence, connections, relationships, conclusions, and interactions** that develop a grade-level text or provide summarization. | Student cannot or can identify a few grade-appropriate words or short phrases that **signal or convey** **key elements, sequence, connections, relationships, conclusions, and interactions** that develop a grade-level text or provide summarization. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that **signal or convey** **key elements, sequence, connections, relationships, conclusions, and interactions** that develop a grade-level text or provide summarization. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal or convey** **key elements, sequence, connections, relationships, conclusions, and interactions** that develop a grade-level text or provide summarization. | Student can identify most grade-appropriate simple and some complex sentences that **signal or convey** **key elements, sequence, connections, relationships, conclusions, and interactions** that develop a grade-level text or provide summarization. | Student can identify most grade-appropriate complex sentences that **signal or convey key elements, sequence, connections, relationships, conclusions, and interactions** that develop a grade-level text or provide summarization. |
| **7-8** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 1:** Students can determine information in grade-level text. | **TOM.R.7-8.3**Students can determine the figurative or connotative meaning **of grade-appropriate Tier 1 and Tier 2 vocabulary, including some figurative language, and Tier 3 vocabulary** **and its impact** in grade-level text. | Student cannot or can determine the literal meaning of some grade-appropriate **Tier 1 vocabulary, including its impact,** in grade-level text. | Student can determine the literal meaning of some grade-appropriate **Tier 1,** and a few **Tier 2 and Tier 3 vocabulary, including its impact,** in grade-level text. | Student can determine most of the literal and a few of the figurative or connotative meaning of grade-appropriate **Tier 1, Tier 2, Tier 3 vocabulary, including its impact,** in grade-level text. | Student can determine some of the figurative or connotative meaning of most grade-appropriate **Tier 1, Tier 2 and Tier 3 vocabulary, including its impact,** in grade-level text. | Student can determine most of the figurative or connotative meaning of grade-appropriate **Tier 1, Tier 2 and Tier 3 vocabulary, including its impact,** in grade-level text. |
| **READING GENERAL CLAIM 2:**  Students can determine the *development of ideas* in grade-level text. | **TOM.R.7-8.4**Students can identify grade-appropriate text structures that provide **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in grade-level texts. | Student cannot or can identify a few simple grade-appropriate text structures that provide **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in grade-level texts.  | Student can identify some simple grade-appropriate text structures that provide **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in grade-level texts. | Student can identify most simple and a few complex grade-appropriate text structures that provide **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in grade-level texts. | Student can identify most simple and some complex grade-appropriate text structures that provide **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in grade-level texts. | Student can identify most complex grade-appropriate text structures that provide **details, characteristics, or supportive information, explain events or claims, describe relationships, or develop a topic** in grade-level texts. |

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| **7-8** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 2:**  Students can determine the *development of ideas* in grade-level academic spoken discourse. | **TOM.R.7-8.5**Students can determine how the structure of grade-appropriate language **develops or integrates details, connections, relationships, topics, and themes** in grade-level texts. | Student cannot or can determine how the structure of grade-appropriate language —through words—**develops or integrates** **details, connections, relationships, topics, and themes** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through words and phrases—**develops or integrates details, connections, relationships, topics, and themes** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence—**develops or integrates** **details, connections, relationships, topics, and themes** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through simple and a few complex sentences—**develops or integrates** **details, connections, relationships, topics, and themes** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through complex sentences—**develops or integrates** **details, connections, relationships, topics, and themes** in grade-level texts. |

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| **9-12** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 1:**Students can determine *information* in grade-level text. | **ToM.R.9-12.1**Students can identify grade-appropriate words, phrases, or sentences that signal **multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme** in a grade-level text. | Student cannot or can identify a few grade-appropriate words or short phrases that signal **multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme** in a grade-level text. | Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal **multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme** in a grade-level text. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal **multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme** in a grade-level text. | Student can identify most grade-appropriate simple and some complex sentences that signal **multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme** in a grade-level text. | Student can identify most grade-appropriate complex sentences that signal **multiple points of view, aspects of individuals or events, claims and evidence, key details, rhetorical devices, and the message or theme** in a grade-level text. |
| **ToM.R.9-12.2**Students can identify grade-appropriate words, phrases, or sentences that **signal or convey key elements, sequence, connections, relationships, conclusions, and interactions** that develop or refine a grade-level text or provide summarization. | Student cannot or can identify a few grade-appropriate words or short phrases that **signal or convey key elements, sequence, connections, relationships, conclusions, and interactions** that develop or refine a grade-level text or provide summarization. | Student can identify some grade-appropriate words, phrases, and a few simple sentences that **signal or convey key elements, sequence, connections, relationships, conclusions, and interactions** that develop or refine a grade-level text or provide summarization. | Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that **signal or convey key elements, sequence, connections, relationships, conclusions, and interactions** that develop or refine a grade-level text or provide summarization. | Student can identify most grade-appropriate simple and some complex sentences that **signal or convey key elements, sequence, connections, relationships, conclusions, and interactions** that develop or refine a grade-level text or provide summarization. | Student can identify most grade-appropriate complex sentences that **signal or convey key elements, sequence, connections, relationships, conclusions, and interactions** that develop or refine a grade-level text or provide summarization. |
| **9-12** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 1:** Students can determine *information* in grade-level text. | **ToM.R.9-12.3**Students can determine the figurative or connotative meaning of **grade-appropriate** **Tier 1 and Tier 2 vocabulary, including some figurative language, and Tier 3 vocabulary and the cumulative meaning of words, and its impac**t in grade-level text. | Student cannot or can determine the literal meaning of some grade-appropriate **Tier 1 vocabulary, including its impact,** in a grade-level text. | Student can determine the literal meaning of some grade-appropriate **Tier 1,** and a few **Tier 2 and Tier 3 vocabulary, including its impact,** in a grade-level text. | Student can determine most of the literal and a few of the figurative or connotative meaning of grade-appropriate **Tier 1, Tier 2 and Tier 3 vocabulary, including the cumulative meaning of words, and its impact,** in a grade-level text. | Student can determine some of the figurative or connotative meaning of grade-appropriate **Tier 1, Tier 2 and some Tier 3 vocabulary, including the cumulative meaning of words, and their impact,** in a grade-level text. | Student can determine most of the figurative or connotative meaning of grade-appropriate **Tier 1, Tier 2 and Tier 3 vocabulary, including the cumulative meaning of words, and their impact,** in a grade-level text. |

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| **9-12** | **Target of Measurement** | **Entering**(Formerly Beginning) | **Emerging**(Formerly Low Intermediate) | **Transitioning**(Formerly Intermediate) | **Expanding**(Formerly Advanced) | **Commanding**(Formerly Proficient) |
| **READING GENERAL CLAIM 2:**  Students can determine the *development of ideas* in grade-level text. | **ToM.R.9-12.4**Students can identify grade-appropriate text structures that **provide details, characteristics, or supportive information, explain events or claims, describe relationships, develop a topic, or review information** in grade-level texts. | Student cannot or can identify a few simple grade-appropriate text structures that **provide details, characteristics, or supportive information, explain events or claims, describe relationships, develop a topic, or review information** in grade-level texts. | Student can identify some simple grade-appropriate text structures that **provide details, characteristics, or supportive information, explain events or claims, describe relationships, develop a topic, or review information** in grade-level texts. | Student can identify most simple and a few complex grade-appropriate text structures that **provide details, characteristics, or supportive information, explain events or claims, describe relationships, develop a topic, or review information** in grade-level texts. | Student can identify most simple and some complex grade-appropriate text structures that **provide details, characteristics, or supportive information, explain events or claims, describe relationships, develop a topic, or review information** in grade-level texts. | Student can identify most complex grade-appropriate text structures that **provide details, characteristics, or supportive information, explain events or claims, describe relationships, develop a topic, or review information** in grade-level texts. |
| **ToM.R.9-12.5**Students can determine how the structure of grade-appropriate language **develops, integrates, or refines details, connections, relationships, topics, and themes** in grade-level texts. | Student cannot or can determine how the structure of grade-appropriate language—through words—**develops, integrates, or refines details, connections, relationships, topics, and themes** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through words and phrases—**develops, integrates, or refines details, connections, relationships, topics, and themes** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through simple and at least one complex sentence—**develops, integrates, or refines details, connections, relationships, topics, and themes** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through simple and a few complex sentences—**develops, integrates, or refines details, connections, relationships, topics, and themes** in grade-level texts. | Student can determine how the structure of grade-appropriate language—through complex sentences—**develops, integrates, or refines details, connections, relationships, topics, and themes** in grade-level texts. |