Achievement Level Descriptors
Minnesota Test of Academic Skills (MTAS)

Reading
Grades 3-8 and 10

Minnesota Test of Academic Skills (MTAS)
Achievement Level Descriptors
Reading, Grade 3

DOES NOT MEET THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at few of the most fundamental skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate inconsistently include the following:

- **Vocabulary expansion skills** such as recognizing common, high frequency words from a text
- **Comprehension skills** such as recognizing the main idea in a fictional text; responding to literal questions based on a nonfictional text
- **Literature skills** such as recognizing character or setting; reacting to literature

PARTIALLY MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at a limited number of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate commonly include the following:

- **Vocabulary expansion skills** such as using direct context clues to identify literal meanings of unfamiliar words
- **Comprehension skills** such as answering literal questions based on a fictional text; identifying supporting details in a fictional text; answering literal questions based on a nonfictional text; identifying supporting details in a nonfictional text
- **Literature skills** such as identifying character or setting; responding to literature based on text

MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate consistently include the following:

- **Vocabulary expansion skills** such as using direct and implied context clues to give the literal meaning of unknown words
- **Comprehension skills** such as identifying the main idea and/or two supporting details in a fictional text; answering literal questions based on a fictional text; retelling a significant event; identifying the main idea and/or supporting details in a nonfictional text; answering literal questions based on a nonfictional text
- **Literature skills** such as identifying character, setting, and/or plot; responding to literature based on text

EXCEEDS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at many of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate very consistently include the following:

- **Vocabulary expansion skills** such as using direct and inferential context clues to define unknown words
- **Comprehension skills** such as identifying the main idea and supporting details in a fictional text; answering literal and inferential questions based on a fictional text; retelling significant events in sequence; identifying the main idea and supporting details in a nonfictional text; answering and asking literal and inferential questions based on a nonfictional text
- **Literature skills** such as identifying character, setting and plot; responding to literature using the text to support responses

Minnesota Test of Academic Skills (MTAS)
Achievement Level Descriptors
Reading, Grade 4

DOES NOT MEET THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at few of the most fundamental skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate inconsistently include the following:

- **Vocabulary expansion skills** such as recognizing the meanings of common words from a text
- **Comprehension skills** such as answering literal questions based on a fictional text; retelling information; recognizing the main idea in a nonfictional text
- **Literature skills** such as identifying character or setting; reacting to literature

PARTIALLY MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at a limited number of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate commonly include the following:

- **Vocabulary expansion skills** such as identifying literal meanings of unfamiliar words using direct context clues
- **Comprehension skills** such as answering literal questions based on a fictional text; partially retelling some significant events from a text, such as including one or two out of three parts (i.e., beginning, middle, end); identifying the main idea and one important detail from a nonfictional text
- **Literature skills** such as identifying character and setting; responding to literature based on text

MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate consistently include the following:

- **Vocabulary expansion skills** such as defining unknown words by using direct and/or inferential context clues
- **Comprehension skills** such as answering literal and inferential questions based on a fictional text; retelling significant events from a text, such as including two out of three parts (i.e., beginning, middle, end); identifying the main idea and two supporting details from a nonfictional text
- **Literature skills** such as identifying character, setting, and plot; responding to literature based on text

EXCEEDS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at many of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate very consistently include the following:

- **Vocabulary expansion skills** such as defining specified vocabulary by using direct or inferential context clues
- **Comprehension skills** such as answering literal and inferential questions from a fictional text; summarizing significant events from a text to include the beginning, middle, and end; accurately sequencing information with details; identifying the main idea and supporting details in a nonfictional text
- **Literature skills** such as identifying character, setting, and plot; responding to literature using the text to support responses

Minnesota Test of Academic Skills (MTAS)
Achievement Level Descriptors
Reading, Grade 5

DOES NOT MEET THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at few of the most fundamental skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate inconsistently include the following:

- **Vocabulary expansion skills** such as recognizing literal meanings of familiar words from a text
- **Comprehension skills** such as recognizing a summary of a text; answering literal questions about the main idea
- **Literature skills** such as identifying character, setting, or plot; reacting to literature

PARTIALLY MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at a limited number of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate commonly include the following:

- **Vocabulary expansion skills** such as determining literal meanings of unfamiliar words by using direct context clues
- **Comprehension skills** such as providing partial summaries by identifying the beginning, middle, or end of a text; answering literal questions about the main idea and important details
- **Literature skills** such as identifying character, setting, and plot; responding to literature based on text

MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate consistently include the following:

- **Vocabulary expansion skills** such as defining specified vocabulary by using direct context clues
- **Comprehension skills** such as summarizing a text by identifying a beginning and end; identifying the main idea and important details; drawing conclusions based on a literal understanding of a text
- **Literature skills** such as identifying character, setting, and plot; responding to literature based on information provided in the text

EXCEEDS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at many of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate very consistently include the following:

- **Vocabulary expansion skills** such as defining specified vocabulary by using direct and inferential context clues
- **Comprehension skills** such as summarizing a text by identifying a beginning, middle, and end; identifying the main idea and multiple supporting details; drawing conclusions based on a literal and inferential understanding of a text
- **Literature skills** such as describing character, setting and/or plot; responding to literature using the text to support responses

Minnesota Test of Academic Skills (MTAS)
Achievement Level Descriptors
Reading, Grade 6

DOES NOT MEET THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at few of the most fundamental skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate inconsistently include the following:

- **Vocabulary expansion skills** such as recognizing the meanings of familiar words from a text
- **Comprehension skills** such as identifying a summary from a text; answering literal questions about the main idea and supporting details
- **Literature skills** such as recognizing character traits; identifying setting and plot; reacting to literature

PARTIALLY MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at a limited number of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate commonly include the following:

- **Vocabulary expansion skills** such as identifying literal meanings of unfamiliar words by using direct and inferential context clues
- **Comprehension skills** such as providing partial summaries by identifying the beginning, middle, and/or end of a text; answering literal questions about the main idea and supporting details
- **Literature skills** such as identifying character traits, setting, and plot; responding to literature based on text

MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate consistently include the following:

- **Vocabulary expansion skills** such as determining literal meanings of specified vocabulary from direct and inferential context clues
- **Comprehension skills** such as summarizing a text by identifying a beginning, middle, and end; identifying the main idea and multiple supporting details; answering literal and inferential questions about the main idea and supporting details; retelling events in an ordered sequence
- **Literature skills** such as identifying character, setting, and plot; interpreting literature based on information provided in the text

EXCEEDS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at many of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate very consistently include the following:

- **Vocabulary expansion skills** such as defining specified vocabulary by using direct and inferential context clues; using vocabulary in multiple situations
- **Comprehension skills** such as summarizing a text by identifying a beginning, middle, and end; identifying the main idea and multiple supporting details; drawing conclusions based on a literal and inferential understanding of a text; retelling events in an ordered sequence
- **Literature skills** such as describing character, setting, and plot; interpreting literature using the text to support responses

Minnesota Test of Academic Skills (MTAS)
Achievement Level Descriptors
Reading, Grade 7

DOES NOT MEET THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at few of the most fundamental skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate inconsistently include the following:

- **Vocabulary expansion skills** such as recognizing the meanings of unfamiliar words using direct context clues
- **Comprehension skills** such as identifying the main idea in a fictional and/or nonfictional text; demonstrating a literal understanding of a text
- **Literature skills** such as identifying character, setting, and plot; reacting to literature

PARTIALLY MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at a limited number of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate commonly include the following:

- **Vocabulary expansion skills** such as identifying literal meanings of unknown words by using direct and inferential context clues
- **Comprehension skills** such as identifying the main idea and/or relevant details in a fictional and/or nonfictional text; drawing conclusions based on a literal understanding of a text
- **Literature skills** such as identifying character, setting, and plot; responding to literature based on text

MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate consistently include the following:

- **Vocabulary expansion skills** such as defining specified vocabulary by using direct and inferential context clues
- **Comprehension skills** such as identifying the main idea and relevant details in fictional and nonfictional texts; drawing conclusions based on a literal and/or inferential information in a text
- **Literature skills** such as identifying character, setting, and plot; interpreting literature using the text to support responses

EXCEEDS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at many of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate very consistently include the following:

- **Vocabulary expansion skills** such as defining specified vocabulary by using direct and inferential context clues; applying vocabulary to new contexts
- **Comprehension skills** such as identifying the main idea and several relevant details in fictional and nonfictional texts; making inferences; drawing conclusions based on literal and inferential information in a text
- **Literature skills** such as describing character, setting, and plot; interpreting literature using the text to support responses

Minnesota Test of Academic Skills (MTAS)
Achievement Level Descriptors
Reading, Grade 8

DOES NOT MEET THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at few of the most fundamental skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate inconsistently include the following:

- **Vocabulary expansion skills** such as recognizing the meanings of unknown words using direct context clues
- **Comprehension skills** such as identifying the main idea in fictional and nonfictional texts; selecting outcomes
- **Literature skills** such as identifying character, setting, and plot; understanding the concept of an author; responding to a text

PARTIALLY MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at a limited number of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate commonly include the following:

- **Vocabulary expansion skills** such as identifying literal meanings of unknown words by using direct and inferential context clues
- **Comprehension skills** such as identifying the main idea and a supporting detail in fictional and nonfictional texts; making inferences based on explicit information; identifying conclusions
- **Literature skills** such as identifying character, setting, and plot; selecting one way that character or setting affects plot; identifying the author's purpose; responding to literature based on text

MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate consistently include the following:

- **Vocabulary expansion skills** such as determining the meanings of specified vocabulary from context clues
- **Comprehension skills** such as identifying the main idea and supporting details in fictional and nonfictional texts; making inferences and drawing conclusions based on explicit information in a text
- **Literature skills** such as describing character, setting, and plot; identifying one or more ways character, setting, and plot affect each other; identifying the author's purpose using some textual support

EXCEEDS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at many of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate very consistently include the following:

- **Vocabulary expansion skills** such as determining literal and inferential meanings of specified vocabulary by using context clues; applying vocabulary to new contexts
- **Comprehension skills** such as identifying the main idea and several supporting details in fictional and nonfictional texts; making inferences and drawing conclusions based on explicit information in a text
- **Literature skills** such as describing character, setting, and plot; identifying how character, setting, and plot affect each other; identifying the author's purpose using the text for support

Minnesota Test of Academic Skills (MTAS)
Achievement Level Descriptors
Reading, Grade 10

DOES NOT MEET THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at few of the most fundamental skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate inconsistently include the following:

- **Vocabulary expansion skills** such as identifying the meanings of unknown words using direct context clues
- **Comprehension skills** such as identifying the main idea in fictional and nonfictional texts; selecting outcomes; understanding the concept of an author
- **Literature skills** such as identifying character, setting, and plot; recognizing the author's viewpoint; responding to a text

PARTIALLY MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at a limited number of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate commonly include the following:

- **Vocabulary expansion skills** such as identifying literal meanings of specified vocabulary by using direct and inferential contex clues; using vocabulary in multiple contexts
- **Comprehension skills** such as identifying the main idea and/or supporting details in fictional and nonfictional texts; making inferences and selecting conclusions based on a text; recognizing the author's purpose
- **Literature skills** such as identifying character, setting, or plot; identifying how character or setting affects plot; identifying the author's viewpoint; identifying the author's purpose; responding to literature based on text

MEETS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate consistently include the following:

- **Vocabulary expansion skills** such as understanding the literal and inferential meaning of specified vocabulary by using context clues
- **Comprehension skills** such as identifying the main idea and supporting details in fictional and nonfictional texts; making inferences and drawing conclusions; identifying the author's purpose or perspective
- **Literature skills** such as identifying character, setting, or plot; identifying how character, setting, or plot affect each other; identifying the author's viewpoint; identifying the author's purpose

EXCEEDS THE ALTERNATE ACHIEVEMENT STANDARDS

Students at this level succeed at many of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate very consistently include the following:

- **Vocabulary expansion skills** such as determining literal and inferential meanings of specified vocabulary by using context clues; applying vocabulary to new situations
- **Comprehension skills** such as identifying the main idea and several supporting details in fictional and nonfictional texts; making inferences and drawing conclusions; understanding the author's argument or perspective
- **Literature skills** such as describing character, setting, and plot and identifying how these elements affect each other; describing the author's viewpoint; identifying the author's purpose; using the text for support