

**Grade 9 FCAT 2.0 Reading Reporting Category—Vocabulary**

**Students performing at the mastery level of this reporting category will be able to use multiple strategies to determine the meaning of grade-appropriate vocabulary words.**

| Achievement Level | Achievement Level Descriptions   |
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| <b>Level 5</b>    | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"><li>• use context clues to determine the meaning of an unfamiliar word;</li><li>• analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning;</li><li>• analyze words and phrases derived from other languages to determine meaning;</li><li>• analyze advanced words and phrases and word relationships to determine meaning; and</li><li>• analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.</li></ul> |
| <b>Level 4</b>    | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"><li>• use context clues to determine the meaning of an unfamiliar word;</li><li>• analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning;</li><li>• analyze words and phrases derived from other languages to determine meaning;</li><li>• analyze advanced words and phrases and word relationships to determine meaning; and</li><li>• analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.</li></ul>      |

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| <p style="text-align: center;"><b>Level 3</b></p> | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> <li>• use context clues to determine the meaning of an unfamiliar word;</li> <li>• analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning;</li> <li>• analyze words and phrases derived from other languages to determine meaning;</li> <li>• analyze words, phrases, and word relationships to determine meaning; and</li> <li>• analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.</li> </ul>          |
| <p style="text-align: center;"><b>Level 2</b></p> | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to</u></p> <ul style="list-style-type: none"> <li>• use context clues to determine the meaning of an unfamiliar word;</li> <li>• analyze word structure (<i>prefixes, suffixes, and root words</i>) to determine meaning;</li> <li>• analyze words and phrases derived from other languages to determine meaning;</li> <li>• analyze words, phrases, and word relationships to determine meaning; and</li> <li>• analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word.</li> </ul> |
| <p style="text-align: center;"><b>Level 1</b></p> | <p><b>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</b></p>  |

**Grade 9 FCAT 2.0 Reading Reporting Category—Reading Application**

**Students performing at the mastery level of this reporting category will be able to use a variety of strategies to comprehend text suitable for the grade level.**

| Achievement Level | Achievement Level Descriptions  |
|-------------------|---|
| <b>Level 5</b>    | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"><li>• identify and analyze the author's purpose, perspective, and bias and understand how they affect meaning;</li><li>• analyze and interpret a stated or implied main idea;</li><li>• evaluate and synthesize a summary statement;</li><li>• evaluate and synthesize relevant details;</li><li>• draw logical conclusions and make appropriate inferences;</li><li>• analyze and evaluate details to make a plausible prediction;</li><li>• analyze and discern implied cause-and-effect relationships;</li><li>• evaluate text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>) and determine their impact on meaning; and</li><li>• analyze and evaluate similarities and differences between text elements.</li></ul> |
| <b>Level 4</b>    | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"><li>• identify and analyze the author's purpose, perspective, and bias;</li><li>• analyze a stated or implied main idea;</li><li>• analyze a summary statement;</li><li>• analyze and evaluate relevant details;</li><li>• draw logical conclusions and make appropriate inferences;</li><li>• analyze details to make a plausible prediction;</li><li>• analyze implied cause-and-effect relationships;</li><li>• analyze text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>) and determine their impact on meaning; and</li><li>• analyze similarities and differences between text elements.</li></ul>   |

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| <p><b>Level 3</b></p> | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> <li>• identify the author's purpose, perspective, and bias;</li> <li>• determine a stated or implied main idea;</li> <li>• identify a summary statement;</li> <li>• identify relevant details;</li> <li>• draw logical conclusions and make appropriate inferences;</li> <li>• use details to make a plausible prediction;</li> <li>• identify cause-and-effect relationships;</li> <li>• identify text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>) and determine their impact on meaning; and</li> <li>• identify similarities and differences between text elements.</li> </ul> |
| <p><b>Level 2</b></p> | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to</u></p> <ul style="list-style-type: none"> <li>• identify the author's purpose, perspective, and bias;</li> <li>• determine a stated or implied main idea;</li> <li>• identify a summary statement;</li> <li>• identify relevant details;</li> <li>• draw logical conclusions and make appropriate inferences;</li> <li>• use details to make a plausible prediction;</li> <li>• identify cause-and-effect relationships;</li> <li>• identify text structures/organizational patterns (e.g., <i>comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description</i>); and</li> <li>• identify similarities and differences between text elements.</li> </ul>                              |
| <p><b>Level 1</b></p> | <p><b>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</b></p>  |

**Grade 9 FCAT 2.0 Reading Reporting Category—Literary Analysis: Fiction and Nonfiction**

**Students performing at the mastery level of this reporting category will be able to identify, analyze, and apply knowledge of the elements of a variety of literary texts, both fiction and nonfiction.**

| Achievement Level | Achievement Level Descriptions   |
|-------------------|--|
| <b>Level 5</b>    | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"><li>• identify, analyze, and interpret how literary elements (e.g., <i>theme, character development, character point of view, setting, plot development, conflict, resolution</i>) contribute to and affect meaning;</li><li>• identify, analyze, interpret, and evaluate the author's use of descriptive language (e.g., <i>tone, irony, mood, imagery, alliteration, onomatopoeia, allusion</i>) and figurative language (e.g., <i>symbolism, metaphor, personification, hyperbole, pun</i>) and determine how the author's word choice impacts meaning; and</li><li>• analyze, evaluate, and synthesize information from a variety of text features (e.g., <i>titles, subtitles, headings, sections, charts, tables, graphs, illustrations, maps, diagrams, captions, italicized text, text boxes</i>) to determine meaning.</li></ul> |
| <b>Level 4</b>    | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"><li>• identify, analyze, and interpret how literary elements (e.g., <i>theme, character development, character point of view, setting, plot development, conflict, resolution</i>) contribute to and affect meaning;</li><li>• identify, analyze, interpret, and evaluate the author's use of descriptive language (e.g., <i>tone, irony, mood, imagery, alliteration, onomatopoeia, allusion</i>) and figurative language (e.g., <i>symbolism, metaphor, personification, hyperbole, pun</i>) and determine how the author's word choice impacts meaning; and</li><li>• analyze and evaluate information from a variety of text features (e.g., <i>titles, subtitles, headings, sections, charts, tables, graphs, illustrations, maps, diagrams, captions, italicized text, text boxes</i>) to determine meaning.</li></ul>                   |

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| <p><b>Level 3</b></p> | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> <li>• identify and analyze how literary elements (e.g., <i>theme, character development, character point of view, setting, plot development, conflict, resolution</i>) contribute to and affect meaning;</li> <li>• identify and analyze the author's use of descriptive language (e.g., <i>tone, irony, mood, imagery, alliteration, onomatopoeia, allusion</i>) and figurative language (e.g., <i>symbolism, metaphor, personification, hyperbole, pun</i>) and determine how the author's word choice impacts meaning; and</li> <li>• locate and analyze information from a variety of text features (e.g., <i>titles, subtitles, headings, sections, charts, tables, graphs, illustrations, maps, diagrams, captions, italicized text, text boxes</i>) to determine meaning.</li> </ul>          |
| <p><b>Level 2</b></p> | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to</u></p> <ul style="list-style-type: none"> <li>• identify and analyze how literary elements (e.g., <i>theme, character development, character point of view, setting, plot development, conflict, and resolution</i>) contribute to and affect meaning;</li> <li>• identify and analyze the author's use of descriptive language (e.g., <i>tone, irony, mood, imagery, alliteration, onomatopoeia, allusion</i>) and figurative language (e.g., <i>symbolism, metaphor, personification, hyperbole, pun</i>) and determine how the author's word choice impacts meaning; and</li> <li>• locate and use information from a variety of text features (e.g., <i>titles, subtitles, headings, sections, charts, tables, graphs, illustrations, maps, diagrams, captions, italicized text, text boxes</i>) to determine meaning.</li> </ul> |
| <p><b>Level 1</b></p> | <p><b>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</b></p>  |

**Grade 9 FCAT 2.0 Reading Reporting Category—Informational Text and Research Process**

**Students performing at the mastery level of this reporting category will be able to comprehend and interpret informational text from a variety of sources.**

| Achievement Level | Achievement Level Descriptions   |
|-------------------|--|
| <b>Level 5</b>    | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to</u></p> <ul style="list-style-type: none"><li>• analyze, evaluate, and synthesize information from a variety of text features (e.g., <i>headings, subheadings, sections, titles, subtitles, charts, tables, maps, diagrams, captions, illustrations, graphs, italicized text, text boxes</i>) to determine meaning;</li><li>• synthesize information by identifying relationships among ideas;</li><li>• analyze and evaluate information by utilizing evidence from the text; and</li><li>• evaluate the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).</li></ul> |
| <b>Level 4</b>    | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to</u></p> <ul style="list-style-type: none"><li>• analyze and evaluate information from a variety of text features (e.g., <i>headings, subheadings, sections, titles, subtitles, charts, tables, maps, diagrams, captions, illustrations, graphs, italicized text, text boxes</i>) to determine meaning;</li><li>• synthesize information by identifying relationships among ideas;</li><li>• analyze and evaluate information by utilizing evidence from the text; and</li><li>• evaluate the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).</li></ul>                   |

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| <p><b>Level 3</b></p> | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to</u></p> <ul style="list-style-type: none"> <li>• locate and analyze information from a variety of text features (e.g., <i>headings, subheadings, sections, titles, subtitles, charts, tables, maps, diagrams, captions, illustrations, graphs, italicized text, text boxes</i>) to determine meaning;</li> <li>• synthesize information by identifying relationships among ideas;</li> <li>• analyze and evaluate information by utilizing evidence from the text; and</li> <li>• determine the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).</li> </ul>      |
| <p><b>Level 2</b></p> | <p><u>Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to</u></p> <ul style="list-style-type: none"> <li>• locate and use information from a variety of text features (e.g., <i>headings, subheadings, sections, titles, subtitles, charts, tables, maps, diagrams, captions, illustrations, graphs, italicized text, text boxes</i>) to determine meaning;</li> <li>• synthesize information by identifying relationships among ideas;</li> <li>• analyze and evaluate information by utilizing evidence from the text; and</li> <li>• determine the validity and reliability of information by locating supporting facts and analyzing the development of an argument(s).</li> </ul> |
| <p><b>Level 1</b></p> | <p><b>Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading.</b></p>  |