

**Virginia Standards of Learning Assessment  
Grade 3 Reading Performance Level Descriptors**

| <b>Fail/Below Basic</b>   | <b>Fail/Basic</b>  | <b>Pass/Proficient</b>   | <b>Pass/Advanced</b>  |
|---|--|--|---|
| <p>A student performing at this level should be able to:</p> <ul style="list-style-type: none"> <li>• Identify meaning of words when clearly evident in reading materials.</li> <li>• Locate information in fiction, poetry, and nonfiction texts to answer literal questions.</li> <li>• Identify word-reference sources.</li> </ul> | <p>A student performing at this level should be able to:</p> <ul style="list-style-type: none"> <li>• Use language structure or word relationships, such as common roots, affixes, synonyms and antonyms to determine meanings of words.</li> <li>• Demonstrate comprehension of fiction, poetry, and nonfiction texts by identifying explicitly stated main ideas, answering literal questions, and identifying author's purpose when explicitly stated.</li> <li>• Obtain information using word-reference sources.</li> </ul> | <p>A student performing at this level should be able to:</p> <ul style="list-style-type: none"> <li>• Use word-analysis and vocabulary acquisition skills when reading to derive meaning from unfamiliar words, including vocabulary from other content areas.</li> <li>• Demonstrate comprehension of fiction, poetry, and nonfiction texts by identifying main idea and supporting details, summarizing text and drawing conclusions, making predictions, and identifying author's purpose.</li> <li>• Interpret information from word-reference sources.</li> </ul> | <p>A student performing at this level should be able to:</p> <ul style="list-style-type: none"> <li>• Apply word-analysis and vocabulary acquisition skills, such as knowledge of word structure, homophones, roots, affixes, synonyms/antonyms, and context clues when reading.</li> <li>• Demonstrate comprehension of fiction, poetry, and nonfiction texts by identifying implied main ideas, summarizing text, drawing conclusions based on a passage as a whole, making predictions, and analyzing how vocabulary choice affects the author's purpose</li> <li>• Evaluate information from word-reference sources.</li> </ul> |