Assessment name	Assessment level	Domain	Performance level	Descriptor	One line descriptor	Order	GR 2-3	Gr 4-6	Gr 8-9
Early Grade Reading Assessment (EGRA)	National	Reading	L1	Point to parts of the body or objects in the room to indicate understanding of basic oral vocabulary	Students point to parts of the body or objects in the room to indicate understanding of basic oral vocabulary	1			
Early Grade Reading Assessment (EGRA)	National	Reading	L2	Respond correctly to literal and inferential questions about a text read to the student	Students respond correctly to literal and inferential questions about a text read to the student	2			
Early Grade Reading Assessment (EGRA)	National	Reading	L3	Indicate text direction, concept of word, or other basic knowledge of print	Students indicate text direction, concept of word, or other basic knowledge of print	3			
Uwezo	National Citizen-Led Assessment	Reading	**Below Standard 2** *Non-Reader*	• Cannot identiy 4 letters or sounds	Students cannot identiy 4 letters or sounds	4			
ASER 2017	National Citizen-Led Assessment	Reading (English)	*Beginner*	• Cannot recognize at least 4 out of the 5 capital letters chosen	Students cannot recognize at least 4 out of the 5 capital letters chosen	5			
ASER 2017	National Citizen-Led Assessment	Reading (non-English)	**Below Standard 1** *Beginner*	• Cannot correctly identify 4 out of the 5 letters	Students cannot correctly identify 4 out of the 5 letters	6			
ASER 2017	National Citizen-Led Assessment	Reading (English)	*Capital Letters*	• Can correctly recognize at least 4 out of the 5 capital letters	Students can correctly recognize at least 4 out of the 5 capital letters	7			
ASER 2017	National Citizen-Led Assessment	Reading (English)	*Small Letters*	• Can correctly recognize at least 4 out of the 5 small letters	Students correctly recognize at least 4 out of the 5 small letters	8			
ASER 2017	National Citizen-Led Assessment	Reading (non-English)	**Below Standard 1** *Letter*	• Can correctly identify 4 out of the 5 letters	Students correctly identify 4 out of the 5 letters	9			

Uwezo	National Citizen-Led Assessment	Reading	**Below Standard 2** *Letter*	• Can read at least 4 letters or sounds	Students read at least 4 letters or sounds	10				
Early Grade Reading Assessment (EGRA)	National	Reading	L4	Provide the name and sound of upper and lower case letters presented in random order	Students provide the name and sound of upper and lower case letters presented in random order	11				
PASEC 2014 (Grade 2)	Regional	Reading	**Level 1** *399.1-469.4*	<u>Early reader: first contact with the oral and written language</u> • Students are able to understand very short and familiar oral messages to recognize familiar objects. They have great difficulty decoding written language and performing graphophonological identification (letters, syllables, graphemes and phonemes).	Students understand short oral messages and start the process of graphophonological identification	12				
PASEC 2014 (Grade 2)	Regional	Reading	**Level 2** *469.5-539.9*	<u>Emerging reader: gradual development of written language decoding skills and reinforcement of listening comprehension skills</u> • Students have improved their listening comprehension skills and are able to identify a lexical field. They are in the process of developing the first basic links between the oral and written language and can perform basic graphophonological decoding, recognition and identification tasks (letters, syllables, graphemes and phonemes).	Students identify a lexical field from oral language and can perform basic graphophonological decoding.	13				
Early Grade Reading Assessment (EGRA)	National	Reading	L5	Identify legal syllables in random order	Students identify legal syllables in random order	14				

Early Grade Reading Assessment (EGRA)	National	Reading	L6	Use knowledge of letter sound correspondence to read nonwords (nonsense words)	Students sse knowledge of letter sound correspondence to read nonwords (nonsense words)	15			
Early Grade Reading Assessment (EGRA)	National	Reading	L7	Identify initial or final sounds of words or segment words into phonemes	Students idenitfy initial or final sounds of words or segment words into phonemes	16			
ASER 2017	National Citizen-Led Assessment	Reading (English)	*Word (without meaning)*	• Can read at least 4 out of the 5 words • Cannot correctly tell the meaning of at least 4 of the words	Students read at least 4 out of 5 words but cannot tell their meaning	17			
ASER 2017	National Citizen-Led Assessment	Reading (non-English)	**Below Standard 1** *Word*	• Can correctly read 4 out of the 5 words	Students read 4 out of the 5 words	18			
Uwezo	National Citizen-Led Assessment	Reading	**Below Standard 2** *Word*	• Can read at least 4 words	Students read at least 4 words	19			
ASER 2017	National Citizen-Led Assessment	Reading (English)	*Word (with meaning)*	• Can read at least 4 out of the 5 words • Can correctly tell the meaning of at least 4 of the words	Students read at least 4 out of 5 words telling their meaning	20			
Early Grade Reading Assessment (EGRA)	National	Reading	L8	Read simple and common words	Students read simple and common words	21			

PASEC 2014 (Grade 6)	Regional	Reading	**Level 1** *365.0-441.6*	• Students have developed decoding skills and can draw on them to understand isolated words taken from their everyday lives but are in difficulty when it comes to understanding the meaning of short and simple texts.	Students decode and understand the meaning of high frequency words in isolation.	22	X		
PASEC 2014 (Grade 2)	Regional	Reading	**Level 3** *540-610.3* <u>*Proficient*</u>	<u>Novice reader: gradual improvement of written language decoding, listening comprehension and reading comprehension skills</u> • Students have improved their listening comprehension and decoding skills and can concentrate on understanding the meaning of words. In listening comprehension, they are able to understand explicit information in a short passage containing familiar vocabulary. They gradually develop links between the oral and written language and thus improve their decoding skills and expand their vocabulary. In reading comprehension, they are able to identify the meaning of isolated words.	Students decode and understand the meaning of written words.	23	X		
ASER 2017	National Citizen-Led Assessment	Reading (English)	*Sentence (without meaning)*	• Reads at least 2 out of the 4 sentences fluently, reads the sentence like a sentence and not a string of words, reads the sentence fluently and with ease, even if she is reading slowly. • Cannot correctly tell the meaning of at least 2 of the sentences	Students can precisely and with basic fluency read 2 out of 4 sentences without understanding their meaning.	24	X		

ASER 2017	National Citizen-Led Assessment	Reading (English)	*Sentence (with meaning)*	• Reads at least 2 out of the 4 sentences fluently, reads the sentence like a sentence and not a string of words, reads the sentence fluently and with ease, even if she is reading slowly. • Can correctly tell the meaning of at least 2 of the sentences	Students can precisely and with basic fluency read 2 out of 4 sentences understanding their meaning.	25	X		
SACMEQ 2007 (Grade 6)	Regional	Reading	**Level 1**	Pre Reading • Matches word and pictures involving concret concepts and everyday objects. Follow short simple written instructions.	Students identify the meaning of high frequency written words and follows simple written instructions.	26	X		
SACMEQ 2007 (Grade 6)	Regional	Reading	**Level 2**	Emergent Reading • Matches words and pictures involving prepositions and abstracts concepts; use cusing systems (by sounding out, using simple sentence structure, and familiar words) to intepret phrases by reading on.	Students understand simple written phrases.	27	X	X	
ASER 2017	National Citizen-Led Assessment	Reading (non-English)	**Standard 1** *Paragraph*	• Can read a paragraph which is a Grade 1 level text (the paragraph has 4 sentence and approximately 19 words and it has to be read like one 'reads a sentence, rather than a string of words'.)	Students read a simple paragraph making very few mistakes.	28	X	X	
Uwezo	National Citizen-Led Assessment	Reading	**Below Standard 2** *Paragraph*	• Can read the paragraph fluently and without making more than 2 mistakes	Students read a simple paragraph fluently making almost no mistakes.	29	X	X	
Uwezo	National Citizen-Led Assessment	Reading	**Standard 2** *Story (without meaning)* *Pass/Proficient*	• Can read the story with ease and fluency without making more than 4 mistakes • Cannot answer question about the story correctly	Students read a story fluently making few mistakes but cannot answer questions about it.	30	X	X	
ASER 2017	National Citizen-Led Assessment	Reading (non-English)	**Standard 2** *Story* *Pass/Proficient*	• Can read a short story which is a Grade 2 level text (the story has 7-10 sentences and approximately 60 words.) • Can make 2 to 3 mistakes.	Students read a short story making few mistakes.	31	X	X	

SERCE 2006 (Grade 3 & 6)	Regional	Reading	**Level 1**	Students can: • Locate information with a single meaning, in a prominent part of the text, repeated literally or synonymously, and isolated from other information.	Students can locate information with a single meaning, in a prominent part of the text, repeated literally or synonymously, and isolated from other information. 32	X	X	
PISA - D	Cross-national	Reading	**Level 1c** *Up to 226*	• Tasks at this level require a reader to understand the meaning of individual written words and short phrases. • The tasks require students to locate a single word or phrase in a short list or text, to recognise the printed forms of common objects and concepts, or to extract the literal meaning of individual sentences and very short syntactically simple passages with familiar contexts. • Texts support students with explicit pointers to the information and with repetition, pictures or familiar symbols with limited competing information.	Students understand the meaning of sentences and very short simple passages with familiar contexts. 33	X	X	
[Uwezo](#)	National Citizen-Led Assessment	Reading	**Standard 2** *Story (with meaning)* *Pass/Proficient*	• Can read the story with ease and fluency without making more than 4 mistakes • Can answer question about the story correctly	Students read a short story fluently and answer questions about it. 34	X	X	
PASEC 2014 (Grade 2)	Regional	Reading	**Level 4** *610.4+* *Proficient*	<u>Intermediate reader: enhanced reading autonomy is bolstering their understanding of sentences and texts</u> • Students have acquired written language decoding and listening comprehension competencies which enable them to understand explicit information in words, sentences and short passages. They can combine their decoding skills and their mastery of the oral language to grasp the literal meaning of a short passage.	Students decode and understand explicit information provided in short texts 35	X	X	

PILNA 2015 (grade 4 & 6)	Regional	Reading	**Level 1** *362.5-412.4*	• Identify literal information that is directly stated such as the titles and important dates in a variety of texts/genres. • Identify meanings of simple words used in context. Write ideas using simple vocabulary but structure is limited to one paragraph.	Students identify literal information that is directly stated such as the titles and important dates in a variety of texts/genres.	36	X	X
SERCE 2006 (Grade 3)	Regional	Reading	**Level 2**	Students can: • Locate information in a brief text that is not distinguished from other, conceptually similar information. • Distinguish words with a single meaning. • Recognise simple sentence reformulations. • Recognise redundancies between graphic and verbal codes.	Students can locate information that is not distinguished from other and recognise simple sentences reformulations as well as redundancies between graphic and verbal codes.	37	X	X
SACMEQ 2007 (Grade 6)	Regional	Reading	**Level 3**	Basic reading • Interprets meaning (by matching words and phrases, completing a sentence, or matching adjacent words) in a short and simple text by reading on or reading back.	Interprets the meaning of short simple texts	38	X	X
PASEC 2014 (Grade 6)	Regional	Reading	**Level 2** 441.7-518.3	• Students draw on their orthographic decoding skills to identify and understand isolated words taken from their everyday lives. • Students are also able to locate explicit information in short and medium length texts by identifying clues in the text and questions.	Students read precisely and rapidly (through orthographic decoding) identifying and paraphrasing explicit information in texts.	39	X	X
PIRLS 2011 (Grade 4)	Cross-national	Reading	**Low International benchmark** *Up to 400*	When reading Literary Texts, students can: • Locate and retrieve an explicitly stated detail When reading Informational Texts, students can: • Locate and reproduce explicitly stated	Students identify and retrieve explicit information from informational and literary texts.	40	X	X

UNICEF MICS6	Household Survey	Reading	**Foundational Reading Skills** *Proficient*	• Read 90% of words in a story correctly • Correctly answer three literal comprehension questions • Corrently answer two inferential comprehension questions	Students precisely read most words in a story being able to answer some literand and inferential questions about it.	41	X	X	
Early Grade Reading Assessment (EGRA)	National	Reading	**L9**	Read a narrative or informational text with accuracy, little effort, and at a sufficient rate and respond to literal and inferential questions about the text they have read	Students read with basic fluency a narrative or informational text being able to answer literal and inferential questions about it.	42	X	X	
SERCE 2006 (Grade 6)	Regional	Reading	**Level 2**	Students can: • Locate information in the middle of a text to be distinguished from a different piece of information in a different segment. • Integrate stated information and exemplified information. • Distinguish words with a single meaning.	Students identify explicit information and integrate stated and exemplified information.	43	X	X	
TERCE 2014 (Grade 3)	Regional	Reading	**Level 1** *Up to 676*	Students can: • Locate explicit information repeated literally or using synonyms, located in a particular section of the text (beginning or end) and clearly distinguishable from other information. • Extract conclusions through connection of evident ideas. • Infer the meaning of known and familiar words from the indications provided in the text • Recognize type of short text with familiar structure.	Students identify explicit information, extract evident conclusions and infer the meaning of known words through the text.	44	X	X	
SACMEQ 2007 (Grade 6)	Regional	Reading	**Level 4**	Reading for meaning • Read on and reads back in order to link and interpret information located in various parts of the text.	Students link and interpret information that appears throughout the text.	45		X	

PILNA 2015 (grade 4 & 6)	Regional	Reading	**Level 2** *412.5-437.4*	• Make some meaning from texts that have visual images. Identify setting, author and simple literal information explicitly stated in a variety of texts/genres. • Demonstrate basic and emerging proficiency in the use of prepositions and pronouns. • Write a text consisting of a few simple ideas but with a weak structure.	Students identify and retrieve literal information as well as the text´s author in a variety of texts/genres.	46		X	
PILNA 2015 (grade 4 & 6)	Regional	Reading	**Level 3** *437.5-462.4*	• Locate the main events in a variety of texts. Identify common language conventions in the use of text connectives and synonyms. • Spell diagraphs; identify and correct errors in some frequently used onesyllable words.	Students identify main events in a variety of texts.	47		X	
PILNA 2015 (grade 4 & 6)	Regional	Reading	**Level 4** *462.5-487.4* *Proficient (Gr 4)*	• Locate directly stated information in a variety of genres. • Recognise the correct grammatical conventions in the use of capitals for proper nouns and in spelling of blends. • Write a coherent text that has a few simple ideas by using common story elements, such as a simple title, and has a beginning but the conclusion may be missing or weak.	Locate directly stated information in a variety of genres.	48		X	
SERCE 2006 (grade 3)	Regional	Reading	**Level 3**	Students can: • Locate information, distinguishing it from adjacent information. • Interpret reformulations that summarise several data. • Infer information based on knowledge about the world. • Distinguish, based on the text, the meaning of words that have more than one meaning	Students can interpret reformulations that summarise data and make inferences based on their knowledge of the world.	49		X	

PISA 2015 (Grade 8)	Cross-national	Reading	**Level 1b** *Up to 334*	•Tasks at this level require the reader to locate a single piece of explicitly stated information in a prominent position in a short, syntactically simple text with a familiar context and text type, such as a narrative or a simple list. •The text typically provides support to the reader, such as repetition of information, pictures or familiar symbols. •There is minimal competing information. In tasks requiring interpretation the reader may need to make simple connections between adjacent pieces of information.	Students identify explicit information in simple texts and make simple connections between different pieces of information in the text.	50		X	
SERCE 2006 (Grade 3)	Regional	Reading	**Level 4**	Students can: • Integrate and generalise information given in a paragraph or in verbal and graphic codes. • Replace non-explicit information. • Follow the text, Including locating new information. • Understand translations from one code to another (from numeric to verbal, and verbal to graphic).	Students can integrate information that from different codes and replace non-explicit information.	51		X	
PILNA 2015 (grade 4 & 6)	Regional	Reading	**Level 5** *487.5-512.4 Proficient (Gr 4 & 6)*	• Read and critically respond to a variety of texts/genres. • Connect ideas in the titles and in the sequence of events across the texts. • Identify common grammatical conventions	Students critically respond to a variety of genres/texts.	52		X	

PISA 2015 (Grade 8)	Cross-national	Reading	**Level 1a** *335-406*	•Tasks at this level require the reader to locate one or more independent pieces of explicitly stated information; to recognise the main theme or author's purpose in a text about a familiar topic, or to make a simple connection between information in the text and common, everyday knowledge. •Typically the required information in the text is prominent and there is little, if any, competing information. The reader is explicitly directed to consider relevant factors in the task and in the text.	Students recognize the main theme or the author´s purpose in a text about a familiar topic.	53		X	
SACMEQ 2007 (Grade 6)	Regional	Reading	**Level 5**	<u>Interpretive reading</u> • Read on and reads back in order to combine and interpret information from various parts of the text in association with external information (recalled factual knowledge) that completes and contextualizes meaning.	Students interpret information from various parts of a text using external information.	54		X	X
SERCE 2006 (grade 6)	Regional	Reading	**Level 3**	Students can: • Locate information, distinguishing it from adjacent information. • Interpret reformulations and syntheses. • Integrate data distributed across a paragraph. • Restate information implicit in the paragraph. • Re-read in search of specific data. • Distinguish the meaning of words that have more than one meaning. • Recognise the meaning of parts of words (affixes) using the text as a reference	Students interpret reformulations and synthesis, integrating data distributed across a paragraph and restate information that is implicit in a paragraph.	55		X	X

TERCE 2014 (Grade 3)	Regional	Reading	**Level 2** *676-728*	Students can: • Locate and connect explicit information (causal relations), repeated literally or using synonyms, located in the body of a text that is distinguished from other information. • Infer information from connections suggested by the text (not necessarily evident). • Make relations that demonstrate comprehension of the global sense of the text (for example, distinguish the central topic) from explicit and repeated information.	Students understand the global sense of the text by distinguishing its central topic and making inferences regarding non evident information.	56 MPL		X	X
PIRLS 2016 (Grade 4)	Cross-national	Reading	**Low International benchmark** *Up to 400*	When reading predominantly simpler Literary Texts, students can: • Locate and retrieve explicitly stated information, actions, or ideas • Make straightforward inferences about events and reasons for actions • Begin to interpret story events and central ideas When reading predominantly simpler Informational Texts, students can: • Locate and reproduce explicitly stated information from text and other formats (e.g., charts, diagrams) • Begin to make straightforward inferences about explanations, actions, and descriptions	Students retrieve information as well as the main idea of texts also making straightforward inferences regarding events and actions.	57		X	X

PASEC 2014 (Grade 6)	Regional	Reading	**Level 3** *518-595.0* *Proficient*	• Students are able to combine two pieces of explicit information from a document or can carry out simple inferences in a narrative or informative text. • Students can extract implicit information from written material while giving meaning to implicit connectors, anaphora or referents. • Students locate explicit information in long texts and discontinuous documents.	Students make simple inferences in narrative of informative texts and identify explicit information in long texts and discontinuous documents.	58		X	X
SERCE 2006 (grade 6)	Regional	Reading	**Level 4**	Students can: • Integrate, rank and generalise information distributed across the text. • Establish equivalences between more than two codes (verbal, numeric ad graphic). • Restate implicit information associated with the entire text. • Recognise the possible meanings of technical terms or figurative language. • Distinguish various tenses and nuances (certainty, doubt) used in a text.	Students can integrate, rank and generalise information, restating implicit information associated with the entire text.	59		X	X

PISA 2015	Cross-national	Reading	**Level 2** *407-479* *Proficient*	•Some tasks at this level require the reader to locate one or more pieces of information, which may need to be inferred and may need to meet several conditions. •Others require recognising the main idea in a text, understanding relationships, or construing meaning within a limited part of the text when the information is not prominent and the reader must make low level inferences. •Tasks at this level may involve comparisons or contrasts based on a single feature in the text. •Typical reflective tasks at this level require readers to make a comparison or several connections between the text and outside knowledge, by drawing on personal experience and attitudes.	Students interpret the meaning within a limited part of a text, make comparisons and connections between the text and outside knowledge or previous experience.	60		X	X
PILNA 2015 (grade 4 & 6)	Regional	Reading	**Level 6** *512.5-537.4* *Proficient (Gr 4 & 6)*	• Relate specific information to images portrayed in poems and instructional text and draw conclusions based on evidence in a story. • Demonstrate general proficiency in the use of common conventions in grammar, tense and various degrees of comparison. • Write a story using a range of elaborated ideas and structure in a coherent text with correct use of language features.	Students relate specific information and draw conclusions based on evidence in a story.	61		X	X

TERCE 2014 (Grade 3)	Regional	Reading	**Level 3** 729-812	Students can: • Locate and relate explicit information (causal relations and time sequence), repeated literally or using synonyms, located in different parts of a text with competing information. • Infer information from connections suggested by the text and supported by knowledge of the world. • Infer the meaning of unknown and unfamiliar words from clues provided in the text • Make relations that demonstrate comprehension of the global sense of the text (for example, distinguish the central topic) from explicit and implicit information. • Recognize the characteristics of the content and structure of literary and non-literary texts.	Students understand the global sense of the text, infer information suggested by the text and differentiate between literar and non-literary texts.	62		X	X
PIRLS 2011 / 2016 (Grade 4)	Cross-national	Reading	**Intermediate International benchmark** *401-475* *Proficient*	When reading Literary Texts, students can: • Retrieve and reproduce explicitly stated actions, events, and feelings • Make straightforward inferences about the attributes, feelings, and motivations of main characters • Interpret obvious reasons and causes and give simple explanations • Begin to recognize language features and style When reading Informational Texts, students can: • Locate and reproduce two or three pieces of information from within the text • Use subheadings, text boxes, and illustrations to locate parts of the text	Students make inferences about characters in literary texts or interpret reasons and causes by giving simple explanations.	63		X	X

SACMEQ 2007 (Grade 6)	Regional	Reading	**Level 6**	Inferential reading • Read on and reads back through longer texts (narrative, documents or expository) in order to combine information from various parts of the text so as to infer writer's purpose.	Students combine information from different parts of the text to infer the writer´s purpose.	64		X	X
TERCE 2014 (Grade 6)	Regional	Reading	**Level 1** *Up to 612*	• Locate explicit information repeated literally or using synonyms (paraphrase), located in different parts of the text (beginning, body or end) and distinguishable from other information. • Make causal relations among explicit information of the text • Interpret expressions in figurative language • Recognize type of text through its familiar structure; and identify the issuer of a text • Recognize elements establishing co-reference linkages in the text (substitution with synonyms, segments or pronouns), that are close and clearly distinguishable.	Students make causal relations among information from a text and can identify the issuer of a text.	65		X	X
SACMEQ 2007 (Grade 6)	Regional	Reading	**Level 7**	Analytical reading • Students can locate information in longer texts (narrative, documents or expository) by reading on an reading back in order to combine information from various part of the text so as to infer athe writer's personal beliefs.	Students combine information from various parts of the text to infer the writer´s personal beliefs.	66		X	X

PISA 2015 (Grade 8)	Cross-national	Reading	**Level 3** *480-552 Proficient*	•Tasks at this level require the reader to locate, and in some cases recognise the relationship between, several pieces of information that must meet multiple conditions. •Interpretative tasks at this level require the reader to integrate several parts of a text in order to identify a main idea, understand a relationship or construe the meaning of a word or phrase. •They need to take into account many features in comparing, contrasting or categorising. •Often the required information is not prominent or there is much competing information; or there are other text obstacles, such as ideas that are contrary to expectations or negatively worded. •Reflective tasks at this level may require connections, comparisons and explanations, or they may require the reader to evaluate a feature of the text. •Some reflective tasks require readers to demonstrate a fine understanding of the text in relation to familiar, everyday knowledge. •Other tasks do not require detailed text comprehension but require the reader to draw on less common knowledge	Students integrate several parts of a text in order to identify the main idea or its meaning and reflect about the text based on previous or everyday knowledge.	67		X	X
PILNA 2015 (grade 4 & 6)	Regional	Reading	**Level 7** *537.5-587.4 Proficient (Gr 4 & 6)*	• Derive the author's implicit intent, make inferences and interpret information from a variety of texts. • Demonstrate proficiency in spelling, punctuation, grammar, syntax and vocabulary. • Write a story using an expanded range of elaborated ideas that are organised in a coherent text with good control of key language features and a variety of sentence structure.	Students derive the author´s implicit intentions, make inferences and interpret information from a variety of texts.	68		X	X

PASEC 2014 (Grade 6)	Regional	Reading	**Level 4** *595.1+* *Proficient*	• Students can gain an overall understanding of narrative passages, informative texts and documents. • Students are then able to interpret several implicit ideas in these texts while drawing from their experience and knowledge. • When reading literary texts, students are able to identify the author's intention, determine implicit meaning and interpret characters' feelings. • When reading informative texts and documents, students can connect information and compare data prior to using it.	Students interpret implicit ideas in a variety of texts based on their experiences and previous knowledge.	69		X	X
TERCE 2014 (Grade 3)	Regional	Reading	**Level 4** *813+*	Students can: • Interpret figurative language and characters' actions in stories. • Think and make judgments (reason) on sources and characteristics of the content and structure of literary and non-literary texts. • Recognize type of texts with unfamiliar structure.	Students make judgements regarding the content and structure of lierary and non literary texts.	70			X

PIRLS 2011/2016 (Grade 4)	Cross-national	Reading	**High International benchmark** *476-550 Proficient*	When reading Literary Texts, students can: • Locate and distinguish significant actions and details embedded across the text • Make inferences to explain relationships between intentions, actions, events, and feelings, and give text-based support • Interpret and integrate story events and character actions and traits from different parts of the text • Evaluate the significance of events and actions across the entire story • Recognize the use of some language features (e.g., metaphor, tone, imagery) When reading Informational Texts, students can: • Locate and distinguish relevant information within a dense text or a complex table • Make inferences about logical connections to provide explanations and reasons • Integrate textual and visual information to interpret the relationship between ideas • Evaluate content and textual elements to make a generalization	Students interpret and evaluate the events, actions and ideas from texts.	71				X
PILNA 2015 (grade 4 & 6)	Regional	Reading	**Level 8** *587.5+ Proficient (Gr 4 & 6)*	• Draw valid conclusions and explain the main arguments in an authentic text on an unfamiliar subject. • Demonstrate understanding and mastery in the use of language conventions. • Write a story using an expanded range of	Students draw conclusions and explain arguments in texts regarding an unfamiliar subject.	72				X

PISA 2015 (Grade 8)	Cross-national	Reading	**Level 4** *553-625* *Proficient*	•Tasks at this level that involve retrieving information require the reader to locate and organise several pieces of embedded information. •Some tasks at this level require interpreting the meaning of nuances of language in a section of text by taking into account the text as a whole. •Other interpretative tasks require understanding and applying categories in an unfamiliar context. •Reflective tasks at this level require readers to use formal or public knowledge to hypothesise about or critically evaluate a text. •Readers must demonstrate an accurate understanding of long or complex texts whose content or form may be unfamiliar.	Students use formal or public knowledge to hypothesise about or critically evaluate a text.	73			X
SACMEQ 2007 (Grade 6)	Regional	Reading	**Level 8**	Critical reading • Students can locate information in longer texts (narrative, documents or expository) by reading on an reading back in order to combine information from various parts of the text so as to infer and evaluate what the writer has assumed about the topic and the characteristics of the reader (such as age, knowledge and personal beliefs).	Students infer and evaluate the writer´s assumptions about the topic and the characteristics of the reader such as knowledge and beliefs.	74			X

PIRLS 2011/2016 (Grade 4)	Cross-national	Reading	**Advanced International benchmark** *551-625+* *Proficient*	When reading Literary Texts, students can: • Integrate ideas and evidence across a text to appreciate overall themes • Interpret story events and character actions to provide reasons, motivations, feelings, and character traits with full text-based support When reading Informational Texts, students can: • Distinguish and interpret complex information from different parts of text, and provide full text-based support • Integrate information across a text to provide explanations, interpret significance, and sequence activities • Evaluate visual and textual features to explain their function	Students interpret, evaluate and give explanations regarding the information from a text, events, actions or the character´s motivations.	75				X

TERCE 2014 (Grade 6)	Regional	Reading	**Level 2** *612-753*	• Locate and relate explicit information (causal relations and time sequence), repeated literally or using synonyms (paraphrase), located predominantly in the body of a text, and that needs to be distinguished from competing information. • Infer information from connections suggested by the text and supported by knowledge of the world. • Infer the meaning of familiar words from clues provided in the text • Make relations that demonstrate comprehension of the global sense of the text such as distinguishing the central topic, the main idea and the main features of characters from explicit and implicit information from texts. • Recognize functions of non-continuous texts in diverse texts • Recognize the issuer, the addressee and the communicative intention in diverse texts • Relate two texts according to their characteristics and the information they both deliver • Replace connectors according to their meaning in the text.	Students relate explicit and implicit information from different texts.				X
					76				

PISA 2015 (Grade 8)	Cross-national	Reading	**Level 5** *626-697* *Proficient*	•Tasks at this level that involve retrieving information require the reader to locate and organise several pieces of deeply embedded information, inferring which information in the text is relevant. •Reflective tasks require critical evaluation or hypothesis formulation, drawing on specialised knowledge. •Both interpretative and reflective tasks require a full and detailed understanding of a text whose content or form is unfamiliar. •For all aspects of reading, tasks at this level typically involve dealing with concepts that are contrary to expectations.	Students reflect on, make critical evaluations and hypothesize regarding a text based on specialized knowledge.	77				X

TERCE 2014 (Grade 6)	Regional	Reading	**Level 3** *754-809*	• Locate explicit information repeated predominantly by using synonyms (paraphrase), located in different parts of a text, and that needs to be distinguished from competing information. • Relate explicit information (causal relations and time sequence) repeated predominantly by using synonyms (paraphrase), located in different parts of the texts, distinguishing competing relevant information. • Infer information from connections suggested in different parts of the text and supported by knowledge of the world. • Infer figure of speech and expressions in figurative language. • Recognize the function of different elements and sources of a text • Recognize elements establishing co-reference linkages in the text (substitution with synonyms, segments or pronouns), that are close and/or distant, with competing elements. • Recognize the function of connectors, verbs and orthographic signs in literary and non-literary texts.	Students infer and interpret information provided in texts based on their knowledge of the world and language knowledge such as grammar and syntax.	78			X
TERCE 2014 (Grade 6)	Regional	Reading	**Level 4** *810+*	• Infer the meaning of words used with different meanings depending on the context • Think about the functions and sources of a text • Relate two texts based on their communicative intentions.	Students reflect on the function and sources of different texts.	79			X

| PISA 2015 (Grade 8) | Cross-national | Reading | **Level 6** *698+* *Proficient* | •Tasks at this level typically require the reader to make multiple inferences, comparisons and contrasts that are both detailed and precise.
•They require demonstration of a full and detailed understanding of one or more texts and may involve integrating information from more than one text.
•Tasks may require the reader to deal with unfamiliar ideas in the presence of prominent competing information, and to generate abstract categories for interpretations.
•Reflect and evaluate tasks may require the reader to hypothesise about or critically evaluate a complex text on an unfamiliar topic, taking into account multiple criteria or perspectives, and applying sophisticated understanding from beyond the text.
•A salient condition for access and retrieve tasks at this level is precision of analysis and fine attention to detail that is inconspicuous in the texts. | Students achieve a complete and detailed comprehension of one or more texts. | 80 | | | | X |

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