New Mexico Interim Measure of Student Success and Achievement (iMSSA)

Borderline Achievement Level Descriptors (ALDs)
Reading

Grade 3 Reading Achievement Level Descriptors

On Target

Text Complexity:
By the end of the year, third graders at the **On Target** level can read and comprehend themes, central ideas, and details in moderately complex literary and informational texts in the grade 3–4 text complexity band.

Demonstrated Skills:
They can make simple inferences and interpretations. They can describe the purpose of structural features of informational texts and the literary elements of literary texts. They can determine the meaning of unfamiliar words if the context provides explicit information about the word or phrase or if the vocabulary is made up of familiar components (e.g., compound words, familiar roots with familiar affixes). They can use text features (e.g., headings, graphics) to support their comprehension of text. They can identify an author's message. They can identify information that supports descriptions and analyses.

Borderline of the On Target Achievement Level

Text Complexity:
By the end of the year, third graders at the borderline of the **On Target** level often can read and comprehend themes, central ideas, and details in low and some moderately complex literary and informational texts in the grade 3–4 text complexity band.

Demonstrated Skills:
They often can make simple inferences and interpretations. They usually can identify rather than describe the purpose of structural features of informational texts and the literary elements of literary texts. They usually can determine the meaning of unfamiliar words if the context provides explicit information about the word or phrase or if the vocabulary is made up of familiar components (e.g., compound words, familiar roots with familiar affixes). They often can use text features (e.g., headings, graphics) to support their comprehension of text. They can identify an author's message most of the time. They at times demonstrate an understanding of the knowledge and skills at the Near Target level rather than the more complex skills and understanding of the On Target level.

Near Target

Text Complexity:
By the end of the year, third graders at the **Near Target** level can read and comprehend main ideas in low to moderately complex literary and informational texts in the grade 3 text complexity band.

Demonstrated Skills:
They can identify and describe information that is explicitly presented in the text. They can determine the meaning of unfamiliar words if the context explicitly provides a definition. They can comprehend the meaning or purpose of text features (e.g., boldfaced terms, headings). They can

identify information that supports descriptions and analyses.

Borderline of the Near Target Achievement Level

Text Complexity:
By the end of the year, third graders at the borderline of the **Near Target** level often can read and comprehend most main ideas in low and some moderately complex literary and informational texts in the grade 3 text complexity band.

Demonstrated Skills:
They sometimes can identify rather than describe information that is explicitly presented in the text. They sometimes can determine the meaning of unfamiliar words if the context explicitly provides a definition. In some instances, they can comprehend the meaning or purpose of text features (e.g., boldfaced terms, headings). They may be able to identify information that supports descriptions and analyses. They often show an understanding of the knowledge and skills at the Novice On Target level rather than the more complex skills and understanding of the Near Target level.