



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

Borderline Achievement Level Descriptors (ALDs) Reading

Grade 4 Reading Achievement Level Descriptors

On Target

Text Complexity:

By the end of the year, fourth 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 4–5 text complexity band.

Demonstrated Skills:

They can make simple inferences and interpretations. They can identify and describe the structural features of informational texts and the literary elements of literary texts. They can determine the meaning of unfamiliar words if the context explicitly provides the meaning or if the vocabulary is made up of familiar or interpretable components. They can use text features (e.g., headings, graphics) to support their comprehension of text. They can analyze two authors' strategies and perspectives when presenting information about the same topic. They can identify information that supports simple inferences and interpretations.

Borderline of the On Target Achievement Level

Text Complexity:

By the end of the year, fourth graders at the borderline of the **On Target** level often can read and comprehend themes, central ideas, and details in low to moderately complex literary and informational texts in the grade 4–5 text complexity band.

Demonstrated Skills:

They often can make simple inferences and interpretations. They usually can identify and describe the structural features of informational texts and the literary elements of literary texts. They often can determine the meaning of unfamiliar words if the context explicitly provides the meaning or if the vocabulary is made up of familiar or interpretable components. They usually can use text features (e.g., headings, graphics) to support their comprehension of text. They usually can analyze two authors' strategies and perspectives when presenting information about the same topic. They can identify information that supports simple inferences and interpretations most of the time. They often show 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, fourth graders at the **Near Target** level can read and comprehend low to moderately complex literary and informational texts in the grade 4 text complexity band.

Demonstrated Skills:

They can make simple inferences and can do analyses of text that is organized in a predictable way. They can determine the meaning of unfamiliar words if the context explicitly provides the meaning or if the vocabulary is made up of familiar components. They can comprehend the



meaning of text features (e.g., headings, graphics). They can identify information that supports a simple inference.

Borderline of the Near Target Achievement Level

Text Complexity:

By the end of the year, fourth graders at the borderline of the **Near Target** level often can read and comprehend low and some moderately complex literary and informational texts in the grade 4 text complexity band.

Demonstrated Skills:

They sometimes can make simple inferences and do analyses of text that is organized in a predictable way. They at times can determine the meaning of unfamiliar words if the context explicitly provides the meaning or if the vocabulary is made up of familiar components. They sometimes can comprehend the meaning of text features (e.g., headings, graphics). They at times can identify information that supports a simple inference. They often show an understanding of the knowledge and skills at the Novice level rather than the more complex skills and understanding of the Near Target level.

