



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

Borderline Achievement Level Descriptors (ALDs) Reading

Grade 7 Reading Achievement Level Descriptors

On Target

Text Complexity:

By the end of the year, seventh graders at the **On Target** level can read and comprehend two or more implicit themes or central ideas in moderately complex literary and informational texts in the grade 7–8 text complexity band.

Demonstrated Skills:

They can analyze the importance of and interdependencies among elements of literary and informational texts. They can describe how text features and graphic elements contribute to the development of ideas. They can use a variety of strategies to determine the meaning of figurative language, above grade-level words, and unfamiliar academic terms. They can identify an author’s claims, arguments, evidence, and reasoning and how the author distinguishes her/his position from others. They can analyze how authors emphasize different strategies to create distinct presentations of the same story or topic. They can use specific evidence from more than one text to support inferences, interpretations, and conclusions.

Borderline of the On Target Achievement Level

Text Complexity:

By the end of the year, seventh graders at the borderline of the **On Target** level often can read and comprehend two or more implicit themes or central ideas in low to some moderately complex literary and informational texts in the grade 7–8 text complexity band.

Demonstrated Skills:

They generally can analyze the importance of and interdependencies among elements of literary and informational texts. They usually can identify rather than describe how text features and graphic elements contribute to the development of ideas. They can use some strategies to determine the meaning of most figurative language, above grade-level words, and some unfamiliar academic terms. Though they may be able to identify an author’s claims, arguments, evidence, and reasoning, they may not always be able to determine how the author distinguishes her/his position from others. In some opportunities, they may be able to analyze how authors emphasize different strategies to create distinct presentations of the same story or topic but will be able to achieve this skill mostly by identifying the strategy. They often can use evidence from one or more texts to support some inferences, interpretations, and conclusions. They often demonstrate a better understanding of the skills and understanding 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, seventh graders at the **Near Target** level can read and comprehend themes, central ideas and details, and literary



elements in low to moderately complex literary and informational texts in the grade 6–7 text complexity band.

Demonstrated Skills:

They can identify the interrelationships among textual features and literary elements. They can use text features and graphic elements to support their comprehension of texts. They can use a variety of strategies to determine the meaning of above grade-level words and unfamiliar academic terms. They can determine an author’s point of view and identify textual information that supports her/his point of view. They can compare two authors’ presentations of themes and ideas based on structure, key ideas and details, and point of view. They can use specific textual information to support inferences, interpretations, and conclusions.

Borderline of the Near Target Achievement Level

Text Complexity:

By the end of the year, seventh graders at the borderline of the **Near Target** level can read and comprehend some themes, central ideas and details, and literary elements in low and some moderately complex literary and informational texts in the grade 6–7 text complexity band.

Demonstrated Skills:

In most opportunities, they can identify the interrelationships among textual features and literary elements. They can use some text features and graphic elements to help support their comprehension of one or more texts. They can use a variety of strategies to identify rather than determine the meaning of some above grade-level words and unfamiliar academic terms. They can identify rather than determine an author’s point of view but may not demonstrate the skills to identify information that supports her/his point of view. They often can compare two authors’ presentations of themes and ideas based on structure, key ideas and details, and point of view. They can identify specific textual information that supports some inferences, interpretations, and conclusions. They often demonstrate a better understanding of the skills and understanding at the Novice level rather than the more complex skills and understanding of the Near Target level.