Math and Reading Reporting ALDs for Board Action

The Governing Board is scheduled to take action on Reporting Achievement Level Descriptors (ALDs) for Math and Reading at the 2022 August Quarterly Board meeting. These Reporting ALDs were developed, through a contract with Pearson, to provide information regarding what students within each NAEP achievement level (*NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*) can likely do based on assessment data. They are intended to increase the utility of NAEP results by presenting achievement level[1]. These are different from the content ALDs included in the NAEP frameworks - the content ALDs were generated prior to assessment administration and are expectations of what students within each category *should* know and be able to do.

The development of Reporting ALDs is described in the Board's most recent Achievement Level Policy and the accompanying Achievement Levels Procedures Manual. The policy was updated in 2018 to address recommendations presented by the National Academies of Sciences, Engineering, and Medicine (NASEM) in their Evaluation of the Achievement Levels for Mathematics and Reading on NAEP. The development of Reporting ALDs is not intended as a one-time activity; rather, the policy states that the Reporting ALDs are to be updated following the first operational administration of an assessment based on a new framework and again every three administrations or 10 years, whichever comes later. This is to ensure they remain accurate reflections of the NAEP assessments as the item pools change over time.

Suzanne Lane, COSDAM Chair, and Eric Moyer, Pearson Project Director, presented methodology and preliminary findings for the NAEP Achievement Level Descriptor Review Study for Math and Reading during the the May Quarterly Board Meeting. In summary, they described that math and reading content experts were recruited to participate in week-long workshops to review 2019 assessment items. They used these items to develop Reporting ALDs, and then to provide ratings on the alignment of these Reporting ALDs to the achievement level policy definitions and content ALDs in the NAEP frameworks. Materials summarizing the project can be found in the May Board materials. Preliminary Reporting ALDs were shared as part of the May presentation, and beyond noting that they would need to be revised following the 2026 administrations of the math and reading assessments that are based on the new frameworks, Board members did not express any concerns with them at that time.

After the May Quarterly Board Meeting, the Reporting ALDs underwent two phases of review prior to finalization:

1. Internal review by the National Center for Education Statistics (NCES) and NAEP contractors to ensure that there are no issues from an operational perspective (e.g., item security concerns, inconsistent language with frameworks); and
2. External review by state and district math and reading content experts (as primary users of NAEP data) to ensure the statements were clear and distinguishable across achievement levels.

[1] Although NAEP reporting also use item maps to illustrate examples of what students can do at a given scale score or achievement level, individual items sometimes have idiosyncratic reasons why they are of a certain difficulty. Each bullet in the reporting ALDs is based on a minimum of two items and provides stronger evidence of what students can do and how that varies across achievement levels.

The internal and external reviews were designed to improve the overall clarity and utility of the reporting ALDs and to ensure they remained true to the intent of the study's workshop participants. Specifically, the substance of the statements was not to change because the reviewers did not have access to the rigorous training and data that the workshop participants had.

For the internal review, NCES and NAEP contractors provided written feedback for Pearson content leads to consider. Next, adjudication meetings were held between the internal reviewers and Pearson content leads to discuss final modifications based on the feedback. The internal feedback included requests to adjust the level of specificity (e.g., to avoid revealing item-level information or to add clarity to the knowledge and skills attained), vocabulary, and the order in which content was presented. The feedback was relatively minor, and the groups were able to reach consensus on the math and reading revisions during the adjudication meetings.

Following the internal review, Pearson emailed the revised Reporting ALDs to workshop participants and included the original statements developed during the workshop. The participants who responded did not have concerns with the revisions.

The external review was conducted after the internal review revisions were completed. The external review yielded 22 responses with representation across 13 states. There were 11 reviewers who provided input on the math Reporting ALDs (5 had no concerns, 6 provided feedback), and 12 for reading (6 had no concerns, 6 provided feedback). Pearson content leads reviewed all feedback and made adjustments when a) modifications would lead to increased clarity, and/or b) suggestions were supported by the assessment data and did not result in substantive changes against what the workshop participants intended. Some examples of modifications resulting from the external review included restructuring sentences or modifying wording for clarity, removing redundancy, and grammatical changes. NCES was given the opportunity to review revisions resulting from the external review and had a small number of minor suggestions for finalization of the math reporting ALDs. NCES had no additional suggestions for reading. Pearson used this information to create the final Reporting ALDs.

The Reporting ALDs have already shown to provide meaningful information for interpreting NAEP results. Lesley Muldoon, Governing Board Executive Director, used excerpts of the grade 8 reading Reporting ALDs as part of a presentation to national and state education reform leaders in Dallas, TX in late June describing divergent trend lines pre-pandemic. She used the Reporting ALDs to communicate what low-performers and high-performers can do on NAEP. One attendee said the information was powerful and "strikes at the heart of parents" and what they care about for their kids; others commented they found it compelling and noted that it humanized the data.

The Board will take action on the final Math and Reading Reporting ALDs on Friday, August 5. These are included below. A final report of the entire project is currently under development and expected to be finalized in the fall. In addition, COSDAM continues to discuss next steps for communication and validation of the achievement levels to increase their utility, beyond the adoption of the reporting ALDs.

Table 1. Mathematics Grade 4 – Draft Reporting ALDs

Achievement Level	Reporting ALDs
NAEP Basic	Students performing at the NAEP Basic achievement level can likely • determine place value of whole numbers up to hundred thousands • locate whole numbers on a number line • read, write, compose, and decompose multi-digit whole numbers in a variety of forms based on place value • identify even and odd numbers and understand factors • add and subtract multi-digit whole numbers with single-step and/or regrouping • add and subtract decimals to the hundredths place • understand inverse operations and their properties and apply concepts of multiplication. Students performing at the NAEP Basic achievement level can likely • identify appropriate measurement tools in real-world scenarios • measure or estimate lengths of objects in standard and non-standard units • find the perimeter of polygons given a visual aid. Students performing at the NAEP Basic achievement level can likely • identify lines of symmetry • identify attributes of polygons as well as 3D shapes • compare these attributes with the support of visual aids. Students performing at the NAEP Basic achievement level can likely • correlate information between tables and data displays • read and interpret tables and scaled graphs. Students performing at the NAEP Basic achievement level can likely • identify the rule for a pattern and extend, complete, or determine missing numbers in patterns • complete input/output tables • locate points on a map/grid system with whole number or letter coordinates.
NAEP Proficient	Students performing at the NAEP Proficient achievement level can likely • demonstrate an understanding of the relationships between the four operations (addition, subtraction, multiplication, and division)

	• add and subtract multi-digit whole numbers, fractions, and decimals in single and multi-step problems • apply basic properties of operations to solve problems • divide with whole numbers using one-digit divisors and understand remainders • solve problems with real-world contexts involving fractions with like denominators • identify and explain factors and multiples • compare and order whole numbers • identify, understand, and sort even and odd numbers • identify and compare decimals, fractions, and whole numbers on a number line • identify reasonable estimates. Students performing at the NAEP Proficient achievement level can likely • identify appropriate units or tools of measurement within the same system • convert measurements within the same system • measure lengths of objects to the nearest whole or ½ unit • solve or estimate problems involving area. Students performing at the NAEP Proficient achievement level can likely • demonstrate knowledge of 2D shapes by identifying, comparing, contrasting, and analyzing their attributes and describe attributes of 3D shapes with support of visual aids • select the final image of translations and reflections with no dashed lines and create parallel lines. Students performing at the NAEP Proficient achievement level can likely • interpret and analyze data with scales of 2 or greater to solve problems • identify possible outcomes in probability events • determine the probability of events using terms of likelihood. Students performing at the NAEP Proficient achievement level can likely • select expressions and equations to represent real-world situations • solve one-step equations with whole numbers • determine and/or apply rules to write, identify, or extend values in input/output tables • locate and name points on a map/grid system with whole number or letter coordinates.
NAEP Advanced	Students performing at the NAEP Advanced achievement level can likely • compare and order whole numbers, fractions, and decimals to hundredths

	• apply understanding of factors and multiples and the structure of all operations with whole numbers • understand and use inverse operations and use simple ratios • multiply and divide 2- and 3-digit whole numbers with no remainders. Students performing at the NAEP Advanced achievement level can likely • select appropriate and reasonable measurements in real-world scenarios • know vocabulary and units associated with area, perimeter, and volume • solve one-step and multi-step problems involving area and/or perimeter. Students performing at the NAEP Advanced achievement level can likely • identify and apply attributes of 2D and 3D shapes in more complex contexts • compose and decompose 2D shapes to create more complex shapes • identify, draw and/or describe parallel lines • apply and draw lines of symmetry • generalize and reason with attributes of symmetrical figures • identify a series of rotations. Students performing at the NAEP Advanced achievement level can likely • identify or describe events based on general probability categories • interpret and analyze data from single or multiple line, bar, and circle graphs • determine and interpret probability of an event with more than one condition • create a visual representation of equivalent fractions in relation to probability. Students performing at the NAEP Advanced achievement level can likely • select expressions and equations to represent real-world situations with unknowns in all positions • solve for unknowns in all positions with division of whole numbers • determine, apply, and/or write a rule for a given pattern or input/output table as well as extend patterns and input/output tables • locate and name points (*x*, *y*) on a coordinate grid with whole number or letter coordinates.

Note: The content descriptions represented within the reporting ALD statements are intended to reflect the content defined within the framework.

Table 2. Mathematics Grade 8 – Draft Reporting ALDs

Achievement Level	Reporting ALDs
NAEP Basic	Students performing at the NAEP Basic achievement level can likely • simplify expressions involving integers • use operations to solve real-world problems involving integers or fractions • use proportional relationships to find equivalent ratios and create fractions and fractional relationships, with or without models • demonstrate understanding of scientific notation. Students performing at the NAEP Basic achievement level can likely • reason and determine measurements, including length, area, and volume, with descriptions, labeled diagrams, and units provided • apply proportional reasoning to solve problems in context using scale factor, distance, unit conversion and quantities • apply simple scale factor value to find unknown lengths of triangles and rectangles without setting up a proportion. Students performing at the NAEP Basic achievement level can likely • find a missing angle in a triangle given two angles and understand that angles of a triangle add to 180 degrees • recognize quadrilaterals given a description of their shared attributes. Students performing at the NAEP Basic achievement level can likely • interpret, create, and/or compare different data set representations to determine a specific set of values for mean, mode, and range while identifying errors and appropriateness. Students performing at the NAEP Basic achievement level can likely • use a coordinate plane to identify and plot coordinate points precisely • find the distance between points • recognize and extend patterns within an arithmetic or geometric sequence of numbers in a list or table (arithmetic, geometric) to solve problems in context • identify, solve, and/or evaluate one- and two-step equations, and apply slope, given linear relationships.
NAEP Proficient	Students performing at the NAEP Proficient achievement level can likely • demonstrate an understanding of using and creating ratios to solve problems mathematically or in context • calculate GCF and LCM

	• perform basic operations with rational numbers to solve problems in context while applying proper units and converting between fractions, decimals, and percent • compare and order rational numbers with rational or common irrational numbers with or without a number line • apply problem-solving strategies to solve square roots and ratio and proportions. Students performing at the NAEP Proficient achievement level can likely • demonstrate an understanding of solving problems that relate to comparing measures of two or three dimensions of space • determining possible dimensions given area and volume as well as selecting appropriate units of measure and applying scale factor to area • reason abstractly using addition and subtraction in contextual situations • solve problems involving capacity, area, and weight • classify angle measurements using diagrams and protractors. Students performing at the NAEP Proficient achievement level can likely • understand concepts of parallel and perpendicular lines • use angle relationships and/or measurements formed when parallel lines are cut by a transversal. • apply concepts of corresponding parts between similar and congruent figures with some containing composite shapes in context • apply problem-solving strategies to solve Pythagorean Theorem problems • solve problems in context by creating a figure in the coordinate plane that satisfies area and perimeter criteria • reflect a shape on the coordinate plane over the x- and y-axis and plot some of the corresponding points • determine unknown side lengths by decomposing a polygon using given constraints • determine coordinates of missing endpoints of vertical or horizontal line segments on a coordinate plane. Students performing at the NAEP Proficient achievement level can likely • use problem solving skills to make calculations based on multiple representations of data sets in context to determine measures of central tendencies, theoretical probability, and basic probability concepts • estimate values along the line of best fit • identify sources of bias in a sample design • calculate the mean from tables of data in multiple sets of values. Students performing at the NAEP Proficient achievement level can likely • create, model, identify, and solve one-step inequalities and multi-step equations with or without context and with or without constraints

	• evaluate and extend sequential and recursive patterns using tables, models, multiple steps or from translating a written description • graph and identify key features of linear and nonlinear functions • recognize the effects on a graph when the slope and y-intercept are changed.
NAEP Advanced	Students performing at the NAEP Advanced achievement level can likely • solve mathematical problems and problems in context with rational numbers including absolute values and variables by interpreting, creating and using diagrams • engage with abstract situations and apply properties such as even and/or odd numbers, divisibility rules, and prime and composite numbers in mathematic situations Students performing at the NAEP Advanced achievement level can likely • create a proportion to represent scale in context and analyze number lines with fractional intervals • use ratios and proportion to find and/or explain measurements in multi-step situations, including unit rate and speed/distance • solving problems involving area including composing and decomposing complex figures • reason abstractly using multiple steps of addition and subtraction in context • estimate length and measure using tools appropriately in context. Students performing at the NAEP Advanced achievement level can likely • understand angle relationships formed when parallel lines are cut by a transversal(s) to solve complex problems • determine relative positions of points using the geometric ideas of midpoint involving directionality on the coordinate plane • classify geometric solids by their properties and recognize cross-sections of plane and solid figures predicting results of subdividing complex plane figures in a variety of ways • perform a sequence of transformations in the coordinate plane and identify corresponding parts and points • understand and apply relationships of circles and central angles • evaluate proportionality and similarity to find unknown values • justify the sum of interior angles of polygons • demonstrate knowledge of the faces of geometric solids • determine unknown sides of triangles using Pythagorean Theorem or similar triangles. Students performing at the NAEP Advanced achievement level can likely

	• analyze and compare problems using problem-solving skills to make calculations and connections based on multiple representations of data sets to determine measures of central tendencies and their effect, theoretical and experimental probability, and basic probability concepts • use a line of best fit or line graph to make predictions and interpretations • analyze and critique graphical displays to justify appropriateness and solve problems. Students performing at the NAEP Advanced achievement level can likely • interpret, analyze, apply, and justify mathematical or contextual linear and nonlinear relationships and their key features represented through equations, tables, and graphs of a line, including with scales other than 1 • evaluate, interpret, justify, solve, and write multiple-step equations and/or expressions and inequalities with fractions and/or multiple variables in contextual situations with or without constraints.

Note: The content descriptions represented within the reporting ALD statements are intended to reflect the content defined within the framework.

Table 3. Mathematics Grade 12 – Draft Reporting ALDs

Achievement Level	Reporting ALDs
NAEP Basic	Students performing at the NAEP Basic achievement level can likely • use operations with rational numbers • apply single-step percentages to solve real-world problems • apply proportional relationships to solve real-world problems. Students performing at the NAEP Basic achievement level can likely • use the properties of operations to determine equivalent polynomial expressions • solve single-step radical equations • perform a single reflection of a parent function graphically and/or algebraically • identify a type of function given a verbal description, table of values, and graph • analyze graphs of linear functions to compare rates of change or slope. Students performing at the NAEP Basic achievement level can likely • apply proportional reasoning to solve real-world problems using scale or unit rate • determine how rigid and non-rigid transformations affect an object and its measurements, including area • calculate vertical and horizontal distances given the coordinates of two points • compare areas of simple figures with or without a grid. Students performing at the NAEP Basic achievement level can likely • determine probabilities of simple events from 2-way tables and verbal descriptions • determine the characteristics of a well-designed survey including valid sampling methods • identify the mean from the graph of a normal distribution • describe the effect changing the value of a data point has on the mean or median of the data set • analyze a scatterplot to identify a correct trend line.
NAEP Proficient	Students performing at the NAEP Proficient achievement level can likely • demonstrate an understanding of real numbers and operations with real numbers • analyze information to solve real-world problems with proportional reasoning • write numbers in scientific notation and compute with scientific notation

	• simplify numeric expressions and perform operations that involve whole-number exponents • use common multiples to solve real-world problems. Students performing at the NAEP Proficient achievement level can likely • use the properties of operations and exponents to determine equivalent polynomial expressions in a single step • perform a rigid transformation (reflection or translation) of a function graphically and/or algebraically • identify a type of function based on equations, verbal descriptions, tables, OR graphs • translate between different representations of functions • analyze key features of functions (including slope, intercept, domain, and range) given coordinates of points, a table of values, a verbal description, an equation, or a graph • evaluate algebraic expressions or functions (including piecewise, linear, radical, quadratic, exponential, step) in the form of an equation or a graph for a given value • apply exponential relationships to solve problems or write expressions • determine the number of solutions for equations or inequalities • write inequalities from a verbal description • apply understanding of sequences to solve problems. Students performing at the NAEP Proficient achievement level can likely • apply proportional relationships to solve problems about similar figures or represent scale relationships using diagrams • perform dilations, centered at the origin, with coordinates • compare areas of complex figures on a grid • reason about properties (angles, line segments, etc.) of diagrams based on perpendicular or parallel lines • use properties of plane figures to solve problems • demonstrate an understanding of 3-dimensional shapes by composing/decomposing them and taking cross sections • determine the type of measurement of a 3-dimensional figure for a given unit • complete an expression for a trigonometric ratio from a right triangle. Students performing at the NAEP Proficient achievement level can likely • distinguish between, find, and compare experimental and theoretical probabilities • analyze the characteristics of experimental and survey designs and what can likely be inferred by each • describe the impact of increasing a data value on the mean or median • analyze data sets to determine or compare measures of center or spread

	• analyze trends in scatterplots to make predictions or determine when predictions are appropriate • analyze both appropriate and misleading data displays to draw conclusions.
NAEP Advanced	Students performing at the NAEP Advanced achievement level can likely • reason with and apply the properties and operations of real numbers • solve multi-step real-world problems using percentages • compute and/or estimate the values of numeric expressions involving square roots and cube roots. Students performing at the NAEP Advanced achievement level can likely • use the properties of operations and exponents to determine equivalent polynomial expressions in multiple steps • perform a series of rigid transformations (including translations and reflections) of a function graphically and/or algebraically • determine an appropriate family of functions to model a real-world problem given a diagram or a table of values • analyze multiple key features (including slope, intercept, domain, range, and vertex) of functions (including linear, quadratic, and logarithmic) given coordinates of points, a graph, or an equation • analyze real-world problems to determine the meaning of values within an equation • solve and/or graph compound, absolute value, and quadratic inequalities • determine and apply recursive rules for sequences and functions. Students performing at the NAEP Advanced achievement level can likely • apply proportional reasoning to solve problems relating to area, similar figures, and converting between measurement systems • describe a series of transformations, when two or more types of transformations are used, for a figure on the coordinate plane • use coordinate geometry to find the midpoint of a segment • reason about the relationship between lines in parallel planes and lines that intersect parallel planes • apply properties and measurements of figures, including angles, perimeter, and area to solve problems • decompose 3-dimensional shapes to solve problems • apply the Pythagorean Theorem to find lengths in 3-dimensional figures • apply trigonometric ratios to solve problems involving a single right-triangle. Students performing at the NAEP Advanced achievement level can likely • determine joint probabilities from 2-way tables or data sets • generalize results of an experiment to a population • describe or find the effects on summary statistics when the data set is changed

	• create a data set with a given median, mode, and range • compare correlation coefficients from scatterplots • understand that correlation does not imply causation • create data displays, including 2-way tables and boxplots, given data or summary statistics.

Note: The content descriptions represented within the reporting ALD statements are intended to reflect the content defined within the framework.

Table 1. Reading Grade 4 – Draft Reporting ALDs

Achievement Level	Reporting ALDs
NAEP Basic	When reading literary texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the NAEP Basic level can likely • determine the relevant meaning of familiar words using context within the same sentence or paragraph • identify a specific detail to make a simple inference about the characters' actions, motivations, or feelings, using a single point or multiple points in the text if they are in close proximity • sequence or categorize events from the story • make a general reference to an appropriate section of the text or provide some support for ideas related to the plot or characters • find meaning or provide evidence from one of the texts when making a comparison across texts • identify explicit details from the text • state an opinion with general support from one section of the text When reading informational texts such as articles and excerpts from books, fourth-grade students performing at the NAEP Basic level can likely • determine the relevant meaning of familiar words using context from a single section of the text • locate a specific detail from the text and make simple inferences from one section of the text • restate a problem or solution presented in a single section of the text • provide a description of a text feature or author's craft using a general reference to the text • provide an opinion using a general reference to the text
NAEP Proficient	When reading literary texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the NAEP Proficient level can likely • determine the meaning of words using context from multiple sections of the text • provide a reason why a particular detail is important to the story • identify the key events to determine main idea and make complex inferences about the characters' actions, motivations, or feelings, using relevant evidence within or across texts • describe the impact of a character's actions or explain how characters influence others • recognize a text's structure and organization • draw conclusions from single or multiple locations across a text and provide limited support from the text

	• develop an opinion with relevant support from a text When reading informational texts such as articles and excerpts from books, fourth-grade students performing at the NAEP Proficient level can likely • determine the relevant meaning of words with multiple meanings • use a specific detail from the text to make inferences or provide a description or an explanation about text features • provide an opinion with relevant support from the text • restate a problem or solution presented in a single section of the text • describe, explain, or draw conclusions about text structures (e.g., compare and contrast, cause and effect, sequence and order) • integrate ideas across a text to determine purpose and main idea
NAEP Advanced	When reading literary texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the NAEP Advanced level can likely • determine the meaning of nonliteral phrases • identify relevant details to support a detailed judgment about a character and infer a character's development from the beginning of the text to the end • interpret lines of poetry to determine meaning • make a judgment about the purpose of text structure with relevant evidence from the text • distinguish the theme of a text • provide support from across the text when selecting evidence • compare two texts to support an opinion • make inferences across texts and use relevant details for support When reading informational texts such as articles and excerpts from books, fourth-grade students performing at the NAEP Advanced level can likely • make complex inferences about words with multiple meanings or nonliteral phrases • select details to support a solution to a problem and provide relevant support for a given idea • provide a detailed opinion with relevant support, using details from the text • summarize ideas presented in a text and explain and/or interpret the purpose of a text feature • begin to evaluate text structures or an author's purpose

Table 2. Reading Grade 8– Draft Reporting ALDs

Achievement Level	Reporting ALDs
NAEP Basic	When reading literary texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the NAEP Basic level can likely • use explicit context within the same sentence or paragraph to determine the meaning of essential words • make simple inferences about one part of the text using explicit details from that same part of the text • identify basic literary elements such as order of events, character traits and motivation, and main idea • formulate an opinion about the text and provide evidence that demonstrates limited or incomplete understanding using general information from or reference to the text When reading informational texts such as exposition and argumentation, eighth-grade students performing at the NAEP Basic level can likely • determine the meaning of words using context from one section of the text • locate and use explicit details to answer specific questions and make simple inferences about the text • determine the main idea or purpose of the text using explicit features from the text • demonstrate a general understanding of text features or graphics • demonstrate a general understanding of the concepts in the text but can support their understanding using only limited information from the text • formulate an opinion about a claim or argument and support this opinion using only limited information from the text
NAEP Proficient	When reading literary texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the NAEP Proficient level can likely • use context explicitly and implicitly across the entire text to determine the meaning of words and nonliteral phrases • make inferences and draw conclusions about varied literary elements such as character interactions, comparison of characters, plot features, and theme • support ideas with relevant examples from the text and provide some explanation about the connection between the ideas and evidence

	• provide a reasonable opinion supported by some evidence from the text When reading informational texts such as exposition and argumentation, eighth-grade students performing at the NAEP Proficient level can likely • use context to determine the definition of multiple-meaning words • make inferences or judgments about text structures, features, and author's craft but can provide only partial explanations or text support • make connections between text features and graphics to explain how they support the primary text • identify one or both sides of an argument • offer an opinion about the evidence an author uses to support a claim or argument.
NAEP Advanced	When reading literary texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the NAEP Advanced level can likely • interpret descriptive or figurative language and how it impacts the meaning of the text • evaluate the relationships between literary elements such as setting, characterization, tone, structure, and how they impact the overall meaning of the text • construct an opinion and support it with relevant details and specific examples from the text • make specific connections within and across texts by using relevant evidence and providing a thorough explanation When reading informational texts such as exposition and argumentation, eighth-grade students performing at the NAEP Advanced level can likely • determine the meaning of words using information and ideas presented throughout the text • make connections within a text to determine similarities and differences, causes and effects, and problems and solutions • express an opinion that evaluates whether a text feature is critical to the overall understanding of the text • synthesize information across related texts and fully support their ideas with evidence from both texts • evaluate the effectiveness of an author's argument and support their evaluation with evidence • use appropriate text evidence from multiple sources to substantiate their own opinions or claims made by the author

Table 3. Reading Grade 12 – Draft Reporting ALDs

Achievement Level	Reporting ALDs
NAEP Basic	When reading literary text such as fiction, poetry, and literary nonfiction, twelfth-grade students performing at the NAEP Basic level can likely • use context that is in close proximity to an unknown word or phrase to determine meaning • locate and identify relevant details in the text in order to support literal comprehension • make inferences that demonstrate a basic understanding of literary elements such as an author's purpose, character motivation, mood, and theme • draw general conclusions based on concepts that are presented with abundant and/or explicitly stated text evidence When reading informational text such as exposition and argumentation, twelfth-grade students performing at the NAEP Basic level can likely • use context, typically within close proximity, to identify the meaning of unknown words and phrases • identify and make judgments about key details within and across texts • use those details to draw simple inferences about author's purpose, tone, and word choice • provide opinions and sometimes support them with generalized text evidence • evaluate the effectiveness of an author's claim, organization, and evidence used • utilize text features and organizational structure to locate information and identify textually explicit details
NAEP Proficient	When reading literary texts such as fiction, poetry, and literary nonfiction, twelfth-grade students performing at the NAEP Proficient level can likely • infer the meaning of words from direct and indirect context and explain the impact of those words • locate and identify information and ideas from within a single text and across texts to build meaningful comparisons of ideas, characters, and author's craft • go beyond foundational comprehension skills and analyze complex themes and ideas in order to draw inferences • make effective judgments and critiques of the author's use of sensory/descriptive language, connotative language, figurative language, and other literary elements When reading informational texts such as exposition, argumentation, and documents, twelfth-grade students performing at the NAEP Proficient level can likely

	• interpret and evaluate a variety of organizational structures or types of media (e.g., diagrams, charts, videos, etc.) used in argumentative, persuasive, and informational texts and determine how those structures/text features enhance the effectiveness of the text • synthesize several documents and support one or more of their opinions using relevant and sufficient evidence from the text • connect key details within and across texts and use those details to draw complex inferences about author's purpose, tone, word choice, and related ideas • describe and evaluate the effectiveness of nuanced language use, specific details, and an author's stylistic, syntactical, and rhetorical choices based on certain sections of the passage or the passage as a whole • evaluate the effectiveness of the author's claims, organization, selection of ideas, and evidence used
NAEP Advanced	When reading literary texts such as fiction, poetry, and literary nonfiction, twelfth-grade students performing at the NAEP Advanced level can likely • evaluate literary elements and explain how they connect to the overall purpose of the text as well as how they develop over the course of the text • use complex strategies to navigate the literal, figurative, and implicit meaning of texts, including the analysis of author's choices, word choice, and language • analyze and interpret a variety of text types and devices. • synthesize ideas from sections of the text and multiple texts to generate new understandings and integrate new information When reading informational texts such as exposition, argumentation, and documents, twelfth-grade students performing at the NAEP Advanced level can likely • analyze and evaluate a variety of organizational structures or types of media (e.g., diagrams, charts, videos, etc.) used in argumentative, persuasive, and informational texts and critique how those structures/text features are used to enhance the effectiveness of the text • synthesize information within and across texts and use it to create and support their own arguments that can go beyond the literal interpretation of the text • critique the effectiveness of sophisticated language use and evaluate an author's stylistic, syntactical, and rhetorical choices based on certain sections of the passage or the passage as a whole, supporting their evaluation with precise text evidence • evaluate the effectiveness of an author's claims, organization, and selection of ideas and evidence used • develop opinions and support these with specific, relevant textual evidence • demonstrate a thorough understanding of the themes and ideas presented