## Virginia Standards of Learning Assessment
### Grade 3 Reading Performance Level Descriptors

<table>
<thead>
<tr>
<th>Fail/Below Basic</th>
<th>Fail/Basic</th>
<th>Pass/Proficient</th>
<th>Pass/Advanced</th>
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</table>
| A student performing at this level should be able to:  
  • Identify meaning of words when clearly evident in reading materials.  
  • Locate information in fiction, poetry, and nonfiction texts to answer literal questions.  
  • Identify word-reference sources. | A student performing at this level should be able to:  
  • Use language structure or word relationships, such as common roots, affixes, synonyms and antonyms to determine meanings of words.  
  • Demonstrate comprehension of fiction, poetry, and nonfiction texts by identifying explicitly stated main ideas, answering literal questions, and identifying author’s purpose when explicitly stated.  
  • Obtain information using word-reference sources. | A student performing at this level should be able to:  
  • Use word-analysis and vocabulary acquisition skills when reading to derive meaning from unfamiliar words, including vocabulary from other content areas.  
  • Demonstrate comprehension of fiction, poetry, and nonfiction texts by identifying main idea and supporting details, summarizing text and drawing conclusions, making predictions, and identifying author’s purpose.  
  • Interpret information from word-reference sources. | A student performing at this level should be able to:  
  • Apply word-analysis and vocabulary acquisition skills, such as knowledge of word structure, homophones, roots, affixes, synonyms/antonyms, and context clues when reading.  
  • Demonstrate comprehension of fiction, poetry, and nonfiction texts by identifying implied main ideas, summarizing text, drawing conclusions based on a passage as a whole, making predictions, and analyzing how vocabulary choice affects the author’s purpose  
  • Evaluate information from word-reference sources. |