

South Dakota Performance Level Descriptors—Reading

	Level 1	Level 2	Level 3	Level 4
Range of Reading and Text Complexity	Students performing at Level 1 are able to comprehend a range of literary and informational passages primarily at the more challenging* text complexity level.	Students performing at Level 2 are able to comprehend a range of literary and informational passages primarily at the more challenging* text complexity level.	Students performing at Level 3 are able to comprehend a range of literary and informational texts primarily at the complex* text complexity level.	Students performing at Level 4 are able to comprehend a range of literary and informational passages primarily at the highly complex* text complexity level.
Key Ideas and Details	To demonstrate close reading of literary and informational passages at Level 1, students are able to:	In addition to demonstrating the skills at Level 1, to demonstrate close reading of literary and informational passages at Level 2, students are able to:	In addition to demonstrating the skills at Levels 1 and 2, to demonstrate close reading of literary and informational passages at Level 3, students are able to:	In addition to demonstrating the skills at Levels 1, 2, and 3, to demonstrate close reading of literary and informational passages at Level 4, students are able to:
	● Locate explicitly stated details in a more challenging passage ● Identify a clear cause-and-effect relationship in a more challenging passage ● Identify the main idea of a straightforward paragraph in a more challenging passage	● Understand an important detail in a more challenging passage ● Make logical inferences that are strongly supported by details in a more challenging passage ● Understand an important cause-and-effect relationship or sequence of events in a	● Interpret key details in a complex passage or a complex section of a passage ● Make logical inferences to draw a conclusion about implied ideas in a complex passage ● Understand a clear cause-and-effect relationship in a complex passage	● Paraphrase key details in a nuanced section of a highly complex passage ● Use evidence from the text to draw a conclusion about a key concept in a highly complex paragraph or passage ● Summarize a sophisticated relationship, process, or nonlinear sequence

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		more challenging passage ● Identify the main idea or theme of a more challenging passage	● Understand the relationship between ideas in a complex passage ● Understand a complex relationship between characters in a literary narrative ● Infer the main idea or theme of a complex passage	of events in a highly complex passage ● Synthesize information to analyze a complex relationship that develops in a highly complex passage ● Determine the implied main idea in an information-dense portion of a highly complex passage
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Craft and Structure	To demonstrate understanding about the author's craft and structure, students performing at Level 1 are able to:	In addition to demonstrating the skills at Level 1, to demonstrate understanding about the author's craft and structure, students performing at Level 2 are able to:	In addition to demonstrating the skills at Levels 1 and 2, to demonstrate understanding about the author's craft and structure, students performing at Level 3 are able to:	In addition to demonstrating the skills at Levels 1, 2, and 3, to demonstrate understanding about the author's craft and structure, students performing at Level 4 are able to:
	- Interpret simple rhetorical elements (e.g., figurative language) in a more challenging passage - Provide a synonym for a word when the meaning is clear in context - Determine the purpose of a paragraph when the function is straightforward in a	- Use context to determine the meaning of common words, phrases, and expressions in a more challenging passage - Determine the primary purpose of a paragraph in the context of a more challenging passage - Use context to identify the narrator's perspective in a more	- Use context to determine the meanings of words, phrases, and expressions in a complex passage - Determine the implied primary purpose of a key paragraph in a complex passage - Determine how one or more sentences function in a complex	- Use context to infer the meaning of figurative language or words with multiple meanings in a highly complex passage - Determine the main purpose of a highly complex passage with a specialized purpose - Determine how one or more sentences

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	more challenging passage	challenging literary passage	passage relative to the whole • Analyze the function of specific words in a complex passage • Understand point of view in a complex literary passage that presents multiple perspectives	function in a highly complex passage • Analyze the function of specific rhetorical elements (e.g., colloquialisms, allusions, jargon) that develop characters or ideas in a highly complex passage • Distinguish between multiple subtle perspectives within a highly complex passage • Analyze how assumptions and biases affect point of view in a highly complex informational passage
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Integration of Knowledge and Ideas	To demonstrate skills for understanding claims and integrating knowledge and ideas from across texts and multiple related texts, students performing at Level 1 are able to:	In addition to demonstrating the skills at Level 1, to demonstrate skills for understanding claims and integrating knowledge and ideas from across texts and multiple related texts, students performing at Level 2 are able to:	In addition to demonstrating the skills at Levels 1 and 2, to demonstrate skills for understanding claims and integrating knowledge and ideas from across texts and multiple related texts, students performing at Level 3 are able to:	In addition to demonstrating the skills at Levels 1, 2, and 3, to demonstrate skills for understanding claims and integrating knowledge and ideas from across texts and multiple related texts, students performing at Level 4 are able to:
	● Compare two passages to identify similar ideas ● Identify a clearly stated claim in a more challenging passage	● Compare and contrast key ideas and themes in two passages ● Determine how one or more sentences support a claim in a more challenging passage	● Analyze similarities and differences in the structure or perspective of two passages ● Infer an unstated claim that is developed in a complex passage	● Evaluate how two passages convey related ideas through common structural elements ● Assess how information in a passage supports or contradicts information

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		● Distinguish between fact and opinion in a more challenging passage ● Locate key information within a graphic	● Distinguish between the author’s specific claims and evidence used to support those claims in a complex passage ● Distinguish between speculation and reasoned judgement in a complex passage ● Determine how the function of a graphic relates to a passage	in another passage exploring a similar theme or topic ● Analyze the interaction between claims, evidence, and reasoning in a highly complex passage ● Use evidence from a graphic to support or weaken a claim made in a passage
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*More Challenging, Complex, and Highly Complex refer to levels on ACT’s qualitative text complexity rubric for literary and informational texts. The rubrics are published with ACT’s College and Career Readiness Standards (pp. 17–21):

<https://www.act.org/content/dam/act/unsecured/documents/CCRS-ReadingStandards.pdf>.