

## Reading Performance Level Descriptors for Students with Significant Cognitive Disabilities

### Grade 5/6 Level A

**At this grade and level, Reading involves reading objects and Comprehension refers to listening comprehension**

<b>BELOW BASIC (Emerging)</b>	<b>BASIC (Novice)</b>	<b>PROFICIENT</b>
<p>A student in grade 5 or 6 performing at the BELOW BASIC (EMERGING) level on the Level A PASA Reading demonstrates limited engagement with the tasks. The student requires extensive support to perform targeted skills through hand over hand guidance and frequent teacher cues to ensure the correct response. The support given will reduce the cognitive complexity of the skill assessed. The student interacts in a limited way with the array of objects or pictures. The student may passively participate or randomly choose answers. The student demonstrates limited understanding of the task and limited understanding of the vocabulary necessary to complete the task.</p> <p>Tasks on the grade 5/6 Level A PASA Reading assessments are multiple choice with 2 distractors that look very different from the correct response. A student performing at the BELOW BASIC (EMERGING) Level on the grade 5/6 Level A PASA Reading can perform the following independently:</p> <p><b><u>READING</u></b>                      Orients towards materials</p>	<p>A student in grade 5 or 6 performing at the BASIC (NOVICE) level on the Level A PASA Reading demonstrates engagement with the tasks, but requires moderate support to perform targeted skills. The student needs support such as redirection, modification of the task complexity through reduction of the arrays of objects or pictures, or assistance with task completion that may reduce the cognitive complexity of the skill. The student shows engagement but needs additional prompting. The student demonstrates a basic understanding of the vocabulary necessary to complete the task.</p> <p>Tasks on the grade 5/6 Level A PASA Reading assessments are multiple choice with 2 distractors that look very different from the correct response. A student performing at the BASIC (NOVICE) Level on the grade 5/6 Level A PASA Reading can perform the following independently:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>• Orients towards materials</li> <li>• Selects an object named by the teacher</li> </ul>	<p>A student in grade 5 or 6 performing at the PROFICIENT level on the Level A PASA Reading independently performs targeted skills. The student independently orients to the task objects or pictures. The student may receive some support such as verbal prompting that does not reduce the cognitive complexity of the skill. The student demonstrates understanding of the vocabulary necessary to complete the task.</p> <p>Tasks on the grade 5/6 Level A PASA Reading assessments are multiple choice with 2 distractors that look very different from the correct response. A student performing at the PROFICIENT Level on the grade 5/6 Level A PASA Reading can perform the following independently:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>• Orients towards materials</li> <li>• Selects an object named</li> <li>• Matches identical objects</li> </ul> <p><b><u>COMPREHENSION</u></b></p> <ul style="list-style-type: none"> <li>• Selects same category of object</li> <li>• Selects object by feature or function named</li> <li>• Finds related objects</li> <li>• Answers a literal comprehension questions (what, who) after listening to a sentence</li> </ul>

## Reading Performance Level Descriptors for Students with Significant Cognitive Disabilities

### Grade 5/6 Level B

At this grade and level, Reading involves reading pictures, icons and single words and Comprehension refers to listening comprehension

BELOW BASIC (Emerging)	BASIC (Novice)	PROFICIENT
<p>A student in grade 5 or 6 performing at the BELOW BASIC (EMERGING) level on the Level B PASA Reading requires extensive support to complete the targeted skills through frequent teacher cues to ensure the correct response. The support given will reduce the cognitive complexity of the skill assessed. The student interacts in a limited way with the array of objects or pictures. The student has a limited understanding of the vocabulary necessary to complete the task.</p> <p>Grade 5/6 Level B PASA Reading consists of mainly selected response items with limited production items; selection items on the have 3 distractors, two of which are related. A student performing at the BELOW BASIC (EMERGING) Level on the grade 5/6 Level B PASA Reading cannot perform reading tasks independently:</p>	<p>A student in grade 5 or 6 performing at the BASIC (NOVICE) level on the Level B PASA Reading requires moderate support to complete the targeted skills. The student needs support such as modification of the task complexity through reduction of the array of objects or pictures, or assistance with task completion that may reduce the cognitive complexity of the skill. The student has a basic understanding of the vocabulary necessary to complete the task.</p> <p>Grade 5/6 Level B PASA Reading consists of mainly selected response items with limited production items; selection items on the have 3 distractors, two of which are related. A student performing at the BASIC (NOVICE) Level on the grade 5/6 Level B PASA Reading can perform the following independently:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"><li>• Matches identical words</li><li>• Selects printed word named</li></ul> <p><b><u>COMPREHENSION</u></b></p> <ul style="list-style-type: none"><li>• Identifies icon by its function</li><li>• Listens to a sentence and provides missing last word by selecting appropriate picture</li></ul>	<p>A student in grade 5 or 6 performing at the PROFICIENT level on the Level B PASA Reading independently performs the targeted skills. The student may receive some support such as verbal prompting and redirection that does not reduce the cognitive complexity of the skills. The student is actively engaged, performs independently, and may self correct. The student demonstrates understanding of the vocabulary necessary to complete the task.</p> <p>Grade 5/6 Level B PASA Reading consists of mainly selected response items with limited production items; selection items on the have 3 distractors, two of which are related. A student performing at the PROFICIENT Level on the grade 5/6 Level B PASA Reading can perform the following independently:</p> <p><b><u>READING</u></b></p> <ul style="list-style-type: none"><li>• Matches identical words</li><li>• Selects printed word named</li><li>• Names complex picture or icon</li><li>• Names action depicted in a complex picture</li><li>• Selects a picture of a word that does not rhyme</li><li>• Selects a picture of a word with the same beginning sound</li></ul> <p><b><u>COMPREHENSION</u></b></p> <ul style="list-style-type: none"><li>• Identifies icon by its function</li><li>• Listens to a sentence and provides missing last word by selecting appropriate picture</li></ul>

- Assigns a picture to a picture category when all 4 choices are related
- Selects complex picture showing feature named
- Answers literal comprehension questions (who, what, where, when) after listening to a sentence

- Assigns a picture to a picture category when all 4 choices are related
- Selects complex picture showing feature named
- Answers literal comprehension questions (who, what, where, when) after listening to a sentence
- Selects picture showing the first or last event after listening to a story
- Explains function of pictured object

**Reading Performance Level Descriptors for Students with Significant Cognitive Disabilities  
Grade 5/6 Level C**

**At this grade and level, Reading involves reading 2-10 words and Comprehension refers to listening comprehension**

<b>BELOW BASIC (Emerging)</b>	<b>BASIC (Novice)</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>
<p>A student in grade 5 or 6 performing at the BELOW BASIC (EMERGING) level on the Level C PASA Reading requires extensive support to complete targeted skills through frequent teacher cues to ensure the correct response. The support given will reduce the cognitive complexity of the skill assessed. Support needed may include modification of the task complexity through reduction of the array of pictures or objects, breaking down multi-step tasks into single steps, complete assistance with decoding skills, or being directed back to specific text to locate answers to open-ended questions. The student has a limited understanding of the vocabulary necessary to complete the task.</p> <p>Grade 5/6 Level C Reading contains a majority of production items, and the selected response items have 4 distractors; option choices for the selected response items are often closely related. A student performing at the BELOW BASIC (EMERGING) Level on the grade 5/6 Level C PASA Reading cannot perform reading tasks independently.</p>	<p>A student in grade 5 or 6 performing at the BASIC (NOVICE) level on the Level C PASA Reading requires moderate support to complete targeted skills. Support needed may include modification of the task complexity through reduction of the array of pictures or objects, breaking down multi-step tasks into single steps, moderate assistance with decoding skills, or being directed back to specific text to locate answers to open-ended questions. The student may be able to read single words but not continuous text in a sentence. The student has a basic understanding of the vocabulary necessary to complete the task.</p> <p>Grade 5/6 Level C Reading contains a majority of production items, and the selected response items have 4 distractors; option choices for the selected response items are often closely related. A student performing at the BASIC (NOVICE) Level on the grade 5/6 Level C PASA Reading can perform the following independently:</p>	<p>A student in grade 5 or 6 performing at the PROFICIENT level on the Level C PASA Reading performs the majority of targeted skills independently. The student actively performs the tasks, is completely engaged, and requires some support such as verbal prompting that does not reduce the cognitive complexity of the skill. The student may self correct. The student needs minimal assistance with decoding skills, and makes errors in reading even a single sentence. The student may need to be prompted to refer back to the text to locate answers. The student may require additional prompting from teacher to complete multi-step tasks. The student demonstrates understanding of the vocabulary necessary to complete the task.</p> <p>Grade 5/6 Level C Reading contains a majority of production items, and the selected response items have 4 distractors; option choices for the selected response items are often closely related. A student performing at the PROFICIENT Level on the grade 5/6 Level C PASA Reading can perform the following independently:</p>	<p>A student in grade 5 or 6 performing at the ADVANCED level on the Level C PASA Reading performs the targeted skills independently. The student may request clarification of the question. The student completes multi-step tasks and use strategies such as: self-correction, referring back to text, and mentally eliminating distracters. The student is able to answer questions quickly and accurately, often using complete sentences. The student able to read and recall proper names and non-phonetic words. The student demonstrates understanding of the vocabulary necessary to complete the task.</p> <p>Grade 5/6 Level C Reading contains a majority of production items, and the selected response items have 4 distractors; option choices for the selected response items are often closely related. A student performing at the ADVANCED Level on the grade 5/6 Level C PASA Reading can perform the following independently:</p>

**COMPREHENSION**

- Answers literal comprehension questions (who, what, where, when, how) after listening to a story
- Describes one event after listening to story read aloud

**READING**

- Reads aloud 2-10 words of continuous text

**COMPREHENSION**

- Answers literal comprehension questions (who, what, where, when, how) after listening to a story
- Describes one event after listening to story read aloud
- Names one fact from an expository text after listening to it read aloud
- Sequences words representing main idea after listening to story
- Demonstrates understanding of a 2-10 word written direction

**READING**

- Reads aloud 2-10 words of continuous text

**COMPREHENSION**

- Answers literal comprehension questions (who, what, where, when, how) after listening to a story
- Describes one event after listening to story read aloud
- Names one fact from an expository text after listening to it read aloud
- Sequences words representing main idea after listening to story
- Demonstrates understanding of a 2-10 word written direction
- Reads 2-10 word sentences with a missing words and, using clues from a picture, supplies missing words