Grade 4 English Reading Assessment

BLUEPRINT

**Blueprint for
English Reading Assessment
Grade 4**

Overview

The *Grade 4 English Reading Assessment* is an assessment of students' reading skills based on the *Atlantic Canada English Language Arts Curriculum Outcomes - Grade 4* and the *New Brunswick Provincial Achievement Standards in Reading - End of Grade 4*, which are aligned with the Organization for Economic Co-operation and Development's (OECD) definition of functional literacy. Data obtained from the *Grade 6 English Reading Assessment* provide information about individual student achievement and school, district, and provincial trends.

The assessment is administered to all students in Grade 4 unless an exemption has been granted. To be successful, students must attain a level of *Appropriate Achievement* (*AA*) or above. The assessment is administered annually in the spring.

Reading Comprehension

The *Grade 4 English Reading Assessment* consists of selected-response items based on a selection of literary and information texts. Students read the passages and respond to all items through the online assessment platform. Students have 60 minutes to complete the assessment with an additional 60 minutes offered as a universal accommodation. Texts and items for the assessment are selected by a committee of New Brunswick educators and are based on the *English Language Arts Curriculum Outcomes - Grade 4* and the *Provincial Reading Achievement Standards - End of Grade 4.*

New Brunswick provincial standards outline two specific categories of text: literary and informational. Additionally, three levels of comprehension response are detailed within these standards: literal, inferential/interpretive, and personal/critical/evaluative. Item selection committees design items that measure students' abilities to respond to both categories of text with all three levels of comprehension. This allows for individual reporting of achievement for each text form, response level, and overall performance.

On page 3, the table titled "Grade 4 English Reading Assessment Targets" presents a breakdown of the assessment by text categories and comprehension response types. This table also indicates the number of questions assigned to each category and comprehension response level.

The *Grade 4 English Reading Assessment* aligns with the *Provincial Reading Achievement Standards - End of Grade 4*; however, not all aspects of these standards can be measured effectively through the selected-response format. The table titled "Provincial Reading Achievement Standards - End of Grade 4 Appropriate for the Selected-Response Item Format" on pages 4-5 specifies the standards that are appropriate for this assessment format. It should be noted that ongoing classroom assessment is not limited to selected-response questions such as multiple-choice. Regular and consistent formative assessment in the classroom continues to be an effective measure of all aspects of the *Provincial Reading Achievement Standards*.

The *Administrative Protocols and Procedures* document provides detailed information on the administration of the *Grade 4 English Reading Assessment*. For information on accommodations and exemptions, please refer to *Protocols for Accommodations and Exemptions.*

Teachers can access these documents on our Provincial Assessment Hub at: [Provincial Assessment Hub](#)

Parents can access the *Protocols for Accommodations and Exemptions* at: [Provincial Accommodations and Exemptions Protocols](#)

Grade 4 English Reading Assessment Targets

	Literary Texts		Informational Texts	
	Continuous Prose	**Non-Continuous Prose and Poetry**	**Continuous Information Text**	**Non-Continuous Information Text**
Literal Responses	10%		10%	
Inferential/Interpretive Responses	30%		30%	
Personal/Critical/Evaluative Responses	10%		10%	
Total	50%		50%	

Literary Texts

Continuous Prose may include short stories, myths, legends, drama, etc.
Non-Continuous Prose and Poetry may include poems, song lyrics, comics, excerpts from graphic novels, etc.

Informational Texts

Continuous Information Text may include articles, descriptive reports, short biographies, etc.
Non-Continuous Information Text may include charts, graphs, maps, recipes, schedules, advertisements, graphic hybrid texts, etc.

For further information about **Text Complexity** and the characteristics of **Literary Text and Informational Text**, please refer to the Provincial *Reading Achievement Standards - End of Grade 4* at: Grade 4 English Reading Achievement Standards

Provincial Reading Achievement Standards - End of Grade 4 **Appropriate for the Selected-Response Item Format**	
Comprehension Responses (Appropriate Achievement)	**Comprehension Responses (Strong Achievement)**
Literal Response – "Reading the Lines" Students A. respond accurately to most literal questions by selecting and locating relevant details; may omit some key information when skimming a large amount of text B. identify most key story elements (e.g., setting, characters, story events, problem/resolution, theme/lesson) of a narrative text and provide some relevant details; may include some unnecessary information; graphic organizers may be used C. distinguish between main idea and supporting details; may use graphic organizers to categorize ideas and make limited "jot" notes	**Literal Response – "Reading the Lines"** Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and completeness. They also D. demonstrate increasing efficiency with rereading and skimming to locate relevant details
Inferential/Interpretive Response – "Reading Between the Lines" Students A. make logical inferences about a character (his/her actions, feelings, or personality), and story events with some supporting textual details B. interpret clear relationships among several ideas to draw conclusions (e.g., cause/effect, problem/solution), or make	**Inferential/Interpretive Response – "Reading Between the Lines"** Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and precision. They also E. provide thoughtful and well-supported responses using specific and relevant textual examples and personal knowledge/experience

comparisons; support responses with some textual details

C. use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of words/sentences used in figurative and descriptive ways

D. interpret text features (e.g., captions, font, diagrams, maps) and demonstrate an overall understanding of their purpose; may require prompts when graphics are not explained in text

Personal/Critical/Evaluative Response – "Reading Beyond the Lines"

Students

A. make some personal connections, relate relevant prior knowledge, and make logical text-to-text comparisons; some connections go beyond the obvious and may be supported with a general explanation

B. explain and support preferences for, and opinions about, texts, authors, and illustrators, providing some specific details or examples; may include some general or unrelated reasons

C. recognize some elements of author's style/technique (e.g., figurative language, descriptions); explain how they help the reader; support explanations with personal examples or preference

D. distinguish between fact and opinion, and identify an author's point of view,

Personal/Critical/Evaluative Response – "Reading Beyond the Lines"

Students demonstrating strong achievement respond to questions/tasks described at the appropriate level with overall accuracy and precision. They also

F. are beginning to question and evaluate information in texts

G. support opinions with relevant textual examples and personal knowledge/experience

using details from the text E. identify a variety of text forms (e.g., narrative, report, instructions, explanation, autobiography), including key characteristics (e.g., grouping of ideas) and a form's general purpose	