



## Profile of Ability

### The reader can:

Understand an adequate range of complex texts in some unpredictable contexts and on some unfamiliar topics.

### When the text is:

- Linguistically complex and may include some idiomatic and figurative language
- With abstract, conceptual or specialized vocabulary
- Visually complex and lengthy or dense
- In demanding contexts

### Demonstrating these strengths and limitations:

- Identifies purpose, main ideas, supporting details, author's intent, mood, attitude and point of view from stated and implied information
- Uses knowledge of styles to assist in comprehension
- Uses inference to integrate several pieces of stated information across paragraphs or sections of text
- Separates relevant from irrelevant details
- Paraphrases key points
- Uses knowledge of complex grammar and syntax to interpret nuances in texts
- Often has difficulty interpreting low-frequency idioms, cultural references and figures of speech
- Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

## I. Interacting with Others

- Understand complex written communication (such as editorials, letters to the editor, personal essays and fiction) conveying general opinions and points of view.

[Texts may contain stated and implied expressions of opinions and personal perspectives.]

- Identifies and explains the author's point of view.
- Identifies or infers mood and attitude.
- Identifies the purpose of the text and its parts.
- Draws inferences about the author's implied meanings in different sections of the text.
- Identifies context and situation.
- Identifies register, style and language variety.
- Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.

### Sample Tasks

Read 2 editorials on the same issue or topic in occupation-specific journals to compare the different perspectives (points of view, mood and attitude).

Read 3 letters to the editor on the same issue to identify the points of view and infer personal attitudes and emotions.

Read a professor's critique of a student's essay to identify the professor's opinion, attitude and point of view.

## II. Comprehending Instructions

- Understand formal instructions for familiar procedures in complex texts containing advisories, recommendations, policies and regulations.

[Comprehending the instructions requires integrating several pieces of information; instructions are clear and explicit but not always presented step by step.]

- Locates and integrates several pieces of information in texts to explain and follow instructions accurately.
- Paraphrases instructions accurately.
- Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.

### Sample Tasks

Read official exam policies and related instructions at various educational institutions to inform and prepare students.

Read instructions on how to outline, research, write, edit and proofread an essay to inform others in a study group.

Read and understand government compliance regulations, such as health and safety regulations.

Read policy and procedure manuals regarding workplace harassment or discrimination to help a co-worker with a complaint.