

Grade 5 English Language Arts Performance Level Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the **Advanced** level analyze how summaries reflect a meaningful, text-based sequence of the main idea and supporting details. Students compare and contrast details in literary and nonfiction/informational texts to describe and analyze genres. Students consistently recognize the paraphrase of original text. Students evaluate and analyze literary devices, author's purpose, point of view, and accuracy of fact to interpret the meaning of the text as a whole. Students consistently compare and contrast texts, and ideas within and between texts, to support inferences.

Students consistently engage in a recursive writing process to create purposeful and organized written works. Students create thoroughly organized and engaging written works by selecting and applying the organizational structure that best fits the mode, purpose, and audience.

Students skillfully use vocabulary knowledge and resources to analyze complex text through word parts, word relationships, and context clues. Students consistently use appropriate and meaningful vocabulary to enhance clarity and effectiveness in their writing.

Students consistently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.

Students consistently locate, record, and organize relevant and reliable information on a topic in order to synthesize and clearly present findings.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the **Proficient** level typically identify objective text-based summaries that include main idea, supporting details, and a logical sequence of events. Students compare and contrast details in literary and nonfiction/informational texts to classify genres. Students recognize the paraphrase of original text most of the time. Students explain how literary elements, literary devices, author's purpose, point of view, accuracy of facts, and text structure contribute to the meaning of the text. Students compare and contrast texts and ideas within and between texts.

Students engage in a recursive writing process to create purposeful written works. Students select and apply the organizational structure that best fits the mode, purpose, and audience.

Students use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues. Students use appropriate vocabulary to write clearly and effectively.

Students frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.

Students adequately locate, record, and organize relevant and reliable information on a topic in order to present findings.

Basic: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the **Basic** level inconsistently choose the best summary of the text and have difficulty differentiating main ideas from details. Students compare and contrast details in literary and nonfiction/informational texts but inconsistently classify genres. Students seldom identify the paraphrase of original text. Students identify literary elements, literary devices, author's purpose, point of view, or accuracy of fact. Students inconsistently compare and contrast texts and ideas within or between texts.

Students inconsistently engage in a recursive writing process to create written works. Students create written works for various purposes and audiences but inconsistently select and apply an organizational structure that fits the writing task.

Students inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships, or context clues. Students inconsistently use appropriate vocabulary in written works.

Students inconsistently identify and apply appropriate use of grammar and mechanics.

Students ineffectively locate, record, and organize information on a topic in order to present findings.

Below Basic: Students have not performed at least at the Basic level. Students scoring at the **Below Basic** level should be given comprehensive reading instruction.