

Grade 5 Reading

The grade 5 reading assessment presents a variety of grade-appropriate reading passages representing literary, informational, and everyday text. Passages may be up to 1,500 words long and some passages may be paired with other, related passages. Literary text at this grade includes realistic fiction, historical fiction, myths, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, and government documents. Everyday text includes charts, schedules, simple forms, applications, product labels, safety notices, and simple instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 497 and above

At the beginning of the year, fifth-grade students performing at the Advanced level apply a variety of word-identification strategies to understand familiar and unfamiliar vocabulary. When reading a variety of grade-appropriate texts, students performing at this level easily understand stated information and ideas and can analyze and extend text. They can make comparisons across two texts or between a text and other ideas or situations. Students are able to make inferences or predictions and use some relevant, text-based information to support the inference or prediction.

Proficient

Score range: 444–496

At the beginning of the year, fifth-grade students performing at the Proficient level apply a range of word-identification strategies and are frequently successful in understanding unfamiliar words in grade-level texts. They are able to identify stated and implied ideas and use text features to aid comprehension. Students use a variety of thinking skills to understand text at both inferential and evaluative levels. In general, students at this level demonstrate a sufficient understanding of grade-appropriate texts by connecting or extending concepts to a new situation or identifying real-world situations to which ideas or concepts in a text could be applied.

Basic

Score range: 401–443

At the beginning of the year, fifth-grade students performing at the Basic level use some word-identification strategies successfully, but their range of strategies tends to be limited. In addition to understanding stated information, they can draw limited conclusions and provide general, text-based information to support conclusions, but they may reveal misconceptions about the text. They demonstrate a general understanding of what they read and a superficial or incomplete ability to make connections within a text, between two texts, or between a text and real-world experiences. During classroom instruction, students performing at a Basic level are likely to demonstrate

more in-depth inferential understanding with simple or below grade-level texts or with grade-level texts if provided assistance.

Minimal Performance

Score range: 400 and below

At the beginning of the year, fifth-grade students performing at the Minimal Performance level have limited word-identification strategies. During classroom instruction, they may be able to use other strategies if prompted or given assistance. Students at this level have limited abilities to understand text beyond a literal level. They can make basic inferences and draw simple conclusions. Additionally, they may make partial, but incomplete, connections within or beyond a text. During classroom instruction, students at this level are likely to be somewhat successful reading below grade-level texts at an inferential level or grade-level texts with support and assistance.