

Grade 5 Reading

The grade 5 reading assessment presents a variety of grade-appropriate reading passages representing literary, informational, and everyday text. Passage 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. They use knowledge of root words, affixes, and context clues to determine the meaning of familiar, unfamiliar, and multiple-meaning words. They can use a dictionary entry along with context to identify a synonym for a word, or to determine the meaning of an unfamiliar word or which meaning of a multiple-meaning word is used in a text. Students are also successful at using strategies, such as prior knowledge and context clues, to interpret the meaning of figurative language in poetry.

When reading literary texts, including poetry, students at the Advanced level demonstrate literal and inferential comprehension. They are able to identify story elements, summarize the plot, and draw conclusions about the central message or story elements. They can infer the theme and apply it to situations beyond the text. When reading simple poems, students are able to make comparisons across two poems and explain how the same topic is treated similarly or differently in the two poems.

When reading informational texts, fifth-grade students performing at the Advanced level are able to identify stated information that supports a main idea, identify implied comparisons or cause and effect relationships, and explain a key point and provide general, text-based information to support the explanation. They are skilled at rereading a section of text carefully to locate and identify a specific detail or key point. They use headings or subheadings to locate information or to identify in which section a new concept or additional information would best fit. In addition, they are able to identify and analyze the organizational pattern used.

Students at this level are broadening their understanding of text

types and genres. They can identify why a given text is an example of a particular genre such as fable or folktale and identify a distinguishing characteristic of the genre as it applies to the text. Their ability to analyze and extend text is also evident. Although students are not required to know the labels of literary devices, they can identify phrases or sentences that are examples of personification, metaphors, hyperbole, or imagery and how such devices are used to achieve a particular purpose or effect. They can identify the author's general style in a text or a tone conveyed by a given sentence or portion of text. Students at this level make connections between ideas or concepts in a text and common, real-world experiences. They also can identify a new example or application of a concept discussed in a text. Additionally, they are able to 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. In general, students at this level demonstrate consistent use of effective reading strategies and in-depth comprehension of a wide variety of grade-level texts.

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 use context clues and prior knowledge to determine the meaning of familiar and multiple-meaning words. They also apply grammar and usage features such as contractions and verb tense, or word structure, such as affixes, roots, and compound words, to understand the meaning of words and phrases.

When reading literary texts, students at this level are able to identify the theme or central message and recall details about story elements, such as setting, events, or how a character's problem is solved. They also are able to draw conclusions about characters' problems, feelings, or actions and to predict what additional events would occur if the text were extended. When making predictions about likely events or actions, they provide relevant, text-based information to support the prediction. When reading informational texts, students are able to identify a stated or implied main idea or key point and use text features such as photographs, captions, headings, and subheadings to locate information. They also are able to identify the order of events in a sequence and complete a graphic organizer representing the sequence of events or steps in a process. In addition, they can

identify the author's point of view and the general organizational pattern used, such as chronological, problem and solution, or comparison and contrast.

When reading either literary or informational texts, students at this level are able to identify the specific type of text, such as fable, folktale, or biography, and they can identify an author's purpose in a given text and explain whether the purpose was achieved. Students use a variety of thinking skills to understand text at both inferential and evaluative levels. They can identify the author's point of view and draw conclusions about the author's general style or approach to the topic. They are able to identify a word, phrase, or sentence that conveys a particular tone and identify the general effect of an author's use of a literary device such as simile, metaphor, personification, hyperbole, or imagery. In addition, they are able to differentiate between statements that are fact or opinion. 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. They use context clues, grammar features, and prior knowledge to identify the meaning of words with familiar roots and affixes. They can identify the meaning of simple similes, metaphors, or idioms. By using knowledge of familiar words, they can determine the meaning of unfamiliar compound words. When appropriate, they are able to use a dictionary to determine the meaning of words or to determine which meaning of a multiple-meaning word is used in a text.

When reading literary texts, they have adequate literal comprehension and partial inferential comprehension skills. They can identify a common or familiar theme, identify stated story elements, and recall stated details and events from throughout the text. They are also able to draw limited conclusions about characters' feelings or motives or how a character changes. They can provide general, text-based information to support conclusions, but they may reveal misconceptions about the text. They are able to make some predictions about characters' probable future actions based both on text and visual information and use limited or overly-general text-based information to support the prediction. When reading

informational texts, students at this level are able to use text features such as headings, subheadings, illustrations, or diagrams to locate specific information or to make simple predictions about what information is contained in the text or portion of text. They are able to identify a main idea and recall some stated details that support the main idea.

With both literary and informational texts, students at the Basic level are able to identify the type of text and the specific genre of a literary text, if it is a familiar genre. They can identify the author's purpose for writing the text and a purpose for reading the text. They also are able to identify stated cause and effect relationships or comparisons and contrasts. Students' ability to analyze text by identifying or interpreting the meaning of a literary device, such as simile, metaphor, personification, hyperbole, or imagery is limited. They are able to 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 text 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. They use clear context, visual, and grammatical clues to determine the meaning of words or phrases in a variety of grade-level texts, and they recognize the meaning of a familiar word when an affix is added. Students also are able to use a dictionary to locate a word and its meaning. During classroom instruction, they may be able to use other strategies if prompted or given assistance.

Students at this level demonstrate limited comprehension at the literal level. They can distinguish between fiction, nonfiction, and poetry. When reading literary texts, they are able to identify what the text is mostly about and recall general, stated information about characters, setting, and events. When reading informational and everyday texts, they can identify the topic and main idea of an informational text and recall some stated information and identify a fact about the topic. They are able to use text headings, subheadings, illustrations, and captions to locate information to answer simple questions. With both literary and informational text, they can recall a few events in a text or in a stated sequence in order. They are able to identify the

meaning of a familiar simile or metaphor as it is used in the text. Students at this level have limited abilities to understand text beyond a literal level. They can make basic inferences and draw simple conclusions about story elements in literary texts or ideas and concepts in informational texts. Additionally, they may make partial, but incomplete, connections within or beyond a text. They are able to make basic predictions based on text features, visual clues, and prior knowledge; however, the ability to make predictions from stated information is very limited. 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.