

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. *The descriptions provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
Advanced 497 and above	<p>At the beginning of the year, students at the Advanced level demonstrate in-depth understanding of academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues and knowledge of root words and affixes to determine the meaning of familiar and unfamiliar words or phrases. ▪ using a dictionary entry and context clues to determine the meaning of an unfamiliar word as used in a text. ▪ interpreting the meaning of figurative language in poetry using prior knowledge and context clues. ▪ using a thesaurus and context clues to determine a synonym for a word or which meaning of a multiple-meaning word is used in a text. ▪ identifying stated information about story elements or relationships among story elements. ▪ identifying stated information that supports a main idea. ▪ rereading a portion of an informational text carefully to locate and identify a specific detail or key point. ▪ making low-level inferences from a text in order to create a sequence of events or steps in a process. ▪ making inferences about story elements using information and text features. ▪ summarizing the plot of a literary text. ▪ analyzing how a character changes and providing text-based information that partially supports the analysis. ▪ drawing conclusions based on information in a poem ▪ drawing conclusions about the central message or theme in a literary text or poem. ▪ explaining a key point presented in a text and providing general rather than specific, text-based information to support the explanation. ▪ making comparisons about and explaining how the same topic is treated similarly or differently in two poems.

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	<ul style="list-style-type: none"> ▪ identifying implied comparisons or cause and effect relationships in a text. ▪ making inferences about an author’s point of view in a text. ▪ analyzing and identifying the organizational pattern of an informational text ▪ explaining why a given text is an example of a particular genre, such as fable or folktale, by identifying a distinguishing characteristic of the genre as it applies to the text. ▪ identifying the use of literary devices in a poem, such as personification, metaphors, hyperbole, or imagery ▪ interpreting an author’s use of specific words or phrases and explaining the purpose that the author’s use of language serves. ▪ identifying the author’s general style in a text, such as friendly, serious, or humorous, and identifying a tone conveyed by a given sentence or portion of text. ▪ analyzing and making comparisons between two texts or making connections between a text and other ideas or situations. ▪ making generalizations or drawing conclusions about a text in order to predict additional events if the text were continued. ▪ inferring a theme in a literary text and applying the theme to situations beyond the text. ▪ identifying in which section of an informational text a new concept or example would best fit. ▪ making inferences or predictions and using some relevant, text-based information to support the inference or prediction. ▪ making connections between ideas or concepts in a text and familiar, real-world experiences, such as identifying a new example of a concept discussed in an informational text.
<p>Proficient 444–496</p>	<p>At the beginning of the year, students at the Proficient level demonstrate competency in the academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using explicit context clues and root words and affixes to determine the meaning of unfamiliar words or phrases. ▪ using context clues to determine which meaning of a multiple-meaning word is used in a text. ▪ applying grammar features such as contractions, verb tense, and usage to make meaning. ▪ recalling specific details from a text, such as about events or how a character’s problem is solved. ▪ identifying a stated main idea or key point in an informational text. ▪ using text features, such as photographs, captions, headings, or subheadings to locate information in a text. ▪ identifying the order of events in a sequence and completing a graphic organizer to represent the

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	<p>sequence of events in a literary text or steps in a process in an informational text.</p> <ul style="list-style-type: none"> ▪ drawing conclusions about story elements based on stated information and making inferences about characters and their problems or feelings. ▪ inferring the theme or central message of a literary text. ▪ inferring an implied main idea of an informational text. ▪ explaining a key idea in a text and using some general text-based information to support the explanation. ▪ identifying details that support a conclusion drawn from an informational text. ▪ identifying the author's point of view. ▪ identifying the general organizational pattern of a text, such as chronological, problem and solution, or comparison and contrast. ▪ identifying a characteristic of familiar genres, such as fable, folktale, or biography. ▪ identifying a word, phrase, or sentence that conveys a particular tone. ▪ identifying the general effect of an author's use of a literary device, such as simile, metaphor, personification, hyperbole, or imagery. ▪ predicting what additional events would occur if a literary text were extended. ▪ making predictions about a character's actions and using relevant, text-based information to support the prediction. ▪ inferring an author's purpose in a given text and explaining whether the purpose was achieved. ▪ making connections among ideas or concepts within a text. ▪ identifying a real-world situation to which ideas or concepts in a text could be applied. ▪ connecting or extending concepts in an informational text to a new situation. ▪ differentiating between statements in a text that are fact or opinion. ▪ drawing conclusions about a text based on the author's general style or approach to the topic.
<p>Basic 401–443</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues or prior knowledge to identify the meaning of simple similes, metaphors, or idioms. ▪ identifying the meaning of words with familiar roots and affixes and using grammar features such as contractions, verb tense, and usage to understand vocabulary. ▪ using knowledge of familiar words to determine the meaning of compound words used in text. ▪ using a dictionary to determine the meaning of a familiar word or to choose the appropriate meaning of a multiple-meaning word as used in a text. ▪ using information in a literary text to identify story elements and recalling stated details and events in a

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	<p>literary text.</p> <ul style="list-style-type: none"> ▪ using text features such as headings, subheadings, illustrations, or diagrams to locate specific information in a text. ▪ identifying which event completes a graphic organizer representing the sequence of events in a text. ▪ identifying a common or familiar theme in a literary text. ▪ identifying a main idea and recalling some stated details that support the main idea of an informational text. ▪ identifying an author's purpose for writing a given text and identifying a purpose for reading. ▪ drawing conclusions about characters' feelings or motives or how a character may change, and providing general, text-based information to support the conclusion and making simple inferences and predictions from literary text. ▪ making simple predictions about what information is contained in a text based on a title, heading, or subheading. ▪ making predictions about what information would be included in a text based on a text feature, such as title, heading, subheading, or illustration. ▪ identifying stated cause and effect relationships or comparisons and contrasts in a text. ▪ identifying the type of text and a distinguishing characteristic. ▪ making limited, accurate connections or predictions based on stated information in a below grade-level text. ▪ making predictions about characters' probable future actions by using both text and visual clues and using limited or overly-general text-based information to support the prediction. ▪ identifying the meaning of a literary device, such as simile, metaphor, personification, hyperbole, or imagery.
<p>Minimal Performance 400 and below</p>	<p>At the beginning of the year, students at the Minimal Performance level demonstrate very limited academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ identifying the meaning of, or synonyms and antonyms for, familiar words and phrases as used in a text. ▪ using clear context clues, illustrations, and graphics to determine the meanings of words. ▪ recognizing that the meaning of a familiar word changes when an affix is added. ▪ using dictionary guide words to locate a word and its meaning. ▪ recalling general, stated information about story elements in literary text, such as identifying the main character and setting. ▪ locating text headings and captions in informational texts.

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- identifying the main topic of a text and recalling stated information in a text.
- recalling a few events in a text in order, identifying which event occurred before or after another, and identifying the first and last event in an explicitly stated sequence of events in a text.
- making limited inferences about story elements and drawing simple conclusions based on illustrations.
- identifying what a literary text is mostly about and the general topic of an informational text.
- making simple inferences about the content of a text or portion of text based on text features, such as title, headings, subheadings, or graphics.
- making limited inferences about ideas or concepts in a text.
- distinguishing between fiction, nonfiction, and poetry.
- identifying the meaning of a familiar simile or metaphor, as used in a text.
- identifying a fact or opinion in a text.
- making partial, incomplete connections within or beyond a text.
- making limited predictions from the text that may be informed by prior experience and text-based information.
- making basic, valid predictions about a text based on title or visual clues.