

Grade 5 English Language Arts Performance Level Descriptors

Limited

A student performing at the **Limited Level** demonstrates a minimal command of Ohio's Learning Standards for Grade 5 English Language Arts. A student at this level has an **emerging ability** to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.

When reading literary text, a student at the **Limited Level** can:

- Explain what the text says explicitly and draw simple inferences;
- Identify an explicitly stated theme of a story, drama, or poem; determine the details in the text;
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on simplistic and explicitly stated details in the text;
- Determine the meaning of basic words and phrases and figurative language through explicitly stated details;
- Identify how a series of chapters, scenes, or stanzas affect the basic structure of a particular story, drama, or poem;
- Identify how a narrator's or speaker's point of view influences events;
- Describe how simple visual and multimedia elements contribute to explicit ideas in a text;
- Compare and contrast stories in the same genre.

When reading informational text, a student at the **Limited Level** can:

- Explain what the text says explicitly and draw simple inferences;
- Identify an explicitly stated main idea of a text; determine key details;
- Identify the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text;
- Determine the meaning of basic academic and domain-specific words and phrases through explicitly stated details;
- Identify overall structure of events, ideas, concepts, or information in a text;
- Identify the point of view in multiple accounts of an event or topic;
- Use explicit information from a print or digital source, demonstrating the ability to locate an answer to a question;
- Identify which reasons or evidence support a point in a text;
- Identify information from two texts in order to write or speak about the subject knowledgeably.

When writing, a student at the **Limited Level** can:

- Demonstrate an emerging ability to craft a piece of writing, using an opinion or controlling idea, attempt an organizational structure with somewhat grouped ideas and very limited progression of ideas, lack evidence, introduce minimal variation in sentence structure and word choice, and demonstrate the most basic command of conventions;

- Demonstrate a lack of command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Basic

A student performing at the **Basic Level** demonstrates partial command of Ohio's Learning Standards for Grade 5 English Language Arts. A student at this level has a **general ability** to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.

When reading literary text, a student at the **Basic Level** can:

- Explain what the text says explicitly and draws inferences to support ideas stated explicitly;
- Determine an explicitly stated theme of a story, drama, or poem; determine the key details in the text;
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on explicitly stated details in the text;
- Determine the meaning of words and phrases and figurative language through explicitly stated details;
- Explains how a series of chapters, scenes, or stanzas affect the basic structure of a particular story, drama, or poem;
- Describe how a narrator's or speaker's point of view influences events;
- Describe how visual and multimedia elements contribute to the meaning of a text;
- Compare and contrast stories in the same genre on their approaches to similar explicitly stated topics.

When reading informational text, a student at the **Basic Level** can:

- Explain what the text says explicitly and draws inferences to support ideas stated explicitly from the text;
- Determine an explicitly stated main idea of a text and explain how it is supported by key details; provide a simple summary of the text;
- Describe the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text;
- Determine the meaning of general academic and domain-specific words and phrases through explicitly stated details;
- Explain the overall structure of events, ideas, concepts, or information in two or more texts;
- Determine the point of view in multiple accounts of the same event or topic;
- Uses information from a print or digital source, demonstrating the ability to locate an answer to a question or to solve a problem;
- Describe how an author uses reasons and evidence to support particular points in a text;
- Integrate explicitly stated similarities from several texts on the same topic in order to write or speak about the subject knowledgeably.

When writing, a student at the **Basic Level** can:

- Demonstrate a general ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, attempt an organizational structure with grouped ideas and limited progression of ideas, draw evidence from text to support, introduce some variation in sentence structure and with general word choice, and demonstrate basic command of conventions;
- Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Proficient

A student performing at the **Proficient Level** demonstrates an appropriate command of Ohio’s Learning Standards for Grade 5 English Language Arts. A student at this level has a **consistent ability** to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student’s opinion that are logically ordered and supported by facts and details.

When reading literary text, a student at the **Proficient Level** can:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text;
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text;
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact);
- Determine the meaning of words and phrases and figurative language;
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem;
- Describe how a narrator's or speaker's point of view influences how events are described;
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts;
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

When reading informational text, a student at the **Proficient Level** can:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text;
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text;
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text;
- Determine the meaning of general academic and domain-specific words and phrases;
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts;
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent;
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer or to solve a problem;
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s);
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

When writing, a student at the **Proficient Level** can:

- Demonstrate a consistent ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language;

- Demonstrate command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Accelerated

A student performing at the **Accelerated Level** demonstrates a strong command of Ohio's Learning Standards for Grade 5 English Language Arts. A student at this level has a **superior ability** to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.

When reading literary text, a student at the **Accelerated Level** can:

- Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences;
- Determine an implicit theme of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text;
- Compare and contrast, in depth, two or more characters, settings, or events in a story or drama, drawing on specific details in the text;
- Determine the meaning of unfamiliar words and phrases and figurative language using implicit textual support;
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem; make inferences about the interaction;
- Describe how a narrator's or speaker's point of view influences how complex events are described;
- Evaluate in depth how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts;
- Compare and contrast stories in the same genre on their approaches to similar implicit themes and topics, providing evidence to support his or her claim.

When reading informational text, a student at the **Accelerated Level** can:

- Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences;
- Determine the relationship between two or more main ideas of a text and explain how they are supported by key details; provide a comprehensive summary of the text;
- Analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text;
- Determines the meaning of unfamiliar general academic and domain-specific words and phrases based on implicit textual support;
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts and describe how that structure contributes to overall meaning;
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and identifying examples where the author reveals the point of view;
- Analyze information from multiple sources, in order to connect implicit information for problem solving;
- Evaluate the strength of the reasons and evidence an author uses to support particular points in a text;
- Analyze information from a range of texts on the same topic in order to write or speak knowledgeably, using textual evidence about the subject.

When writing, a student at the **Accelerated Level** can:

- Demonstrate a superior ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language;

- Demonstrate strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Advanced

A student performing at the **Advanced Level** demonstrates a distinguished command of Ohio's Learning Standards for Grade 5 English Language Arts. A student at this level has a **sophisticated ability** to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.

When reading literary text, a student at the **Advanced Level** can:

- Quote accurately and strategically from a complex text when explaining what the text says explicitly and when drawing complex inferences;
- Analyze multiple implicit themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; objectively summarize the text;
- Compare and contrast, in depth, two or more complex characters, settings, or events in a story or drama, drawing on implicit details in the text;
- Determine the meaning of unfamiliar words and phrases and figurative language by making connections to sparse textual support;
- Explain and analyze how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem; make inferences about the interaction, drawing on particular structural elements;
- Describe how a narrator's or speaker's point of view influences how complex events are described, including possible unconscious biases;
- Evaluate how visual and multimedia elements contribute to the overall interpretation of a variety of texts by analyzing their effect on the meaning, tone, or beauty of the piece;
- Compare and contrast complex stories in the same genre on their approaches to similar implicit themes and topics, providing explicit and inferred evidence to support his or her claim.

When reading informational text, a student at the **Advanced Level** can:

- Quote accurately and strategically from a text when explaining what the text says explicitly and when drawing complex inferences;
- Determine the implicit relationships between two or more main ideas of a text and explain how they are supported by key details; provide a comprehensive and objective summary of the text;
- Analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information and implicit details in the text;
- Determine the meaning of unfamiliar general academic and domain-specific words and phrases making connections to subtle, sparse textual support;

- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more complex texts and analyze how that structure contributes to overall meaning;
- Analyze multiple accounts of the same complex event or topic, noting important similarities and differences in the point of view they represent and identifying examples where the author reveals their inferred point of view;
- Synthesize information from multiple sources in order to make complex inferences;
- Evaluate the strength of the reasons and evidence an author uses to support particular points in a text, including identifying points with little or no support;
- Synthesize inferred information from a range of texts on the same topic in order to write or speak knowledgeably, using textual evidence about the subject.

When writing, a student at the **Advanced Level** can:

- Demonstrate a sophisticated ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language;
- Demonstrate mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics.