

English Language Arts Grade 5 Final

(Student name) scored at the *Advanced* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of a wide variety of words using a range of strategies;
- interpret meanings of various story elements and literary devices and analyze an author's purpose and viewpoint;
- extend ideas in what they read by making inferences, drawing conclusions, determining cause and effect, and making connections to their own life experiences;
- research a topic by selecting and integrating information from multiple print and electronic sources;
- identify accurate documentation of sources following a model;
- use analytical, critical, and/or creative thinking in response to a writing task;
- construct a response with a focused central idea, logical organization, and effective transitional words and phrases;
- use vocabulary, language, and complex sentence structure designed to manipulate the intended audience, enhance meaning, and reflect personality; and
- maintain consistent command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Mastery* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify word meanings using a variety of strategies;
- interpret the meaning of various story elements and literary devices;
- identify an author's purpose and viewpoint;
- make connections between information in texts and their personal experiences;
- use a variety of reasoning skills including identifying stated and implied main ideas, making inferences, and drawing conclusions;
- research a topic by locating and selecting information from multiple print and electronic sources;
- identify all parts of bibliographic entries following a model;
- use analytical, critical, and/or creative thinking in response to a writing task;
- construct a response with a clear central idea, a logical organizational pattern, a variety of supporting details, and transitions that unify;
- demonstrate an awareness of audience through the use of vocabulary, language, and a variety of sentence types that clarify meaning; and
- demonstrate reasonable command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Basic* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of grade-level words using various strategies;
- demonstrate an overall understanding of what they read by identifying literal and inferential information and by making connections to their own experiences;
- identify story elements, literary devices, and author's intent or purpose;
- extend ideas in the text by making inferences and drawing conclusions;
- use reasoning skills, including identifying stated and implied main ideas of a selection;
- research a topic by locating information in commonly used print and electronic sources;
- give credit for borrowed information following a model;
- use critical and/or creative thinking in response to a writing task;
- construct a response with a central idea, an observable organizational pattern, some supporting details, and simple transitions;
- demonstrate audience awareness by using language and some sentence variety appropriate to the task and intended audience; and
- demonstrate partial command of sentence formation, usage, mechanics, and spelling.

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(Student name) scored at the *Approaching Basic* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of commonly used words;
- identify literary elements such as characters and themes, some literary devices, and the author's purpose;
- demonstrate partial understanding of what they read by identifying stated main ideas and simple cause/effect relationships, making simple inferences, drawing simple conclusions, and making limited connections to their own experiences;
- research a topic by locating some information in commonly used print and electronic sources;
- identify some parts of a bibliographic entry following a model;
- demonstrate a partial response to a writing task;
- construct a response with a weak central idea, weak organization, and few supporting details;
- demonstrate limited audience awareness through use of simple and/or inappropriate vocabulary and sentence structure; and
- demonstrate inconsistent or little command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Unsatisfactory* level in English Language Arts. Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling. Students scoring at this level need to develop the ability to

- demonstrate an understanding of what they read;
- make interpretations and connections between information in texts and their own experiences;
- locate information in commonly used sources;
- develop an appropriate response to a writing task;
- construct a response with a focused central idea, observable organization, and sufficient supporting details;
- show audience awareness through use of appropriate vocabulary, varied sentence structure, and personal style; and
- demonstrate acceptable command of sentence formation, usage, mechanics, and spelling.