



Proficiency Scale Grade 5

Domain: Reading Standards for Literature

Strand: Key Ideas and Details (KID)

Benchmark Code: 5.RL.KID.1

Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 2)

| | | |
|------------------|---|--|
| Score 4.0 | <p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Quote accurate details from multiple points in a story, drama, or poem to support an inference. | |
| | <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>Target goals:</p> <ul style="list-style-type: none"> ● Quote accurately from a text when explaining what the text says explicitly. ● Quote accurately from a text when drawing inferences from the text. | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ inference, explicit, quote, accurately. ● Select a quote to support an accurate inference. ● Make an accurate inference based on the text. | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success | |



Proficiency Scale Grade 5

Domain: Reading Standards for Literature

Strand: Key Ideas and Details (KID)

Benchmark Code: 5.RL.KID.2

Standard: 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. (DOK 2)

| | | |
|----------------------|--|--|
| Score 4.0 | <p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Compare multiple passages to determine which best illustrates a given theme. ● Justify the determined theme. | |
| | <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>Target goals:</p> <ul style="list-style-type: none"> ● Determine a theme of a story, drama, or poem from details in the text. ● Determine how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. ● Summarize the text. | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ theme, key details, summarize, point of view, reflect. ● Identify key details in a story, drama, or poem that illustrate a character or speaker’s point of view. ● Identify from a given list of themes, which one best matches with the story or poem. | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success | |



Proficiency Scale Grade 5

Domain: Reading Standards for Literature

Strand: Craft and Structure (CAS)

Benchmark Code: 5.RL.CAS.6

Standard: Describe how a narrator’s or speaker’s point of view influences how events are described. (DOK 2)

| | | |
|----------------------|---|--|
| Score 4.0 | <p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Construct an argument from an assigned point of view. ● Identify multiple points of view present in a text. | |
| | <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>Target goals:</p> <ul style="list-style-type: none"> ● Describe how a narrator’s or speaker’s point of view influences how events are described. | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ narrator, speaker, point of view, influence, events, bias, cause and effect. ● Identify point of view. ● Determine the speaker’s or narrator’s point of view in relation to a topic. ● Identify evidence that supports the speaker’s or narrator’s point of view. | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success | |



Proficiency Scale Grade 5

Domain: Reading Standards for Informational Text

Strand: Key Ideas and Details (KID)

Benchmark Code: 5.RI.KID.1

Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 2)

| | | |
|------------------|--|--|
| Score 4.0 | <p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Quote accurate details from multiple points in a text to support an inference. | |
| <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>Target goals:</p> <ul style="list-style-type: none"> ● Quote accurately from a text when explaining what the text says explicitly. ● Quote accurately from a text when drawing inferences from the text. | |
| <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ inference, explicit, quote, accurately. ● Explain which quotes from the text best supports a given main idea. ● Make an accurate inference based on the text. | |
| <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> | |
| Score 0.0 | Even with help, no success | |



Proficiency Scale Grade 5

Domain: Reading Standards for Informational Text

Strand: Key Ideas and Details (KID)

Benchmark Code: 5.RI.KID.2

Standard: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (DOK 3)

| | | |
|----------------------|--|--|
| Score 4.0 | <p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Compare two summaries to determine which summary best conveys the given main idea. ● Analyze and justify which, from a list of main ideas, best matches a passage. | |
| | <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>Target goals:</p> <ul style="list-style-type: none"> ● Determine two or more main ideas of a text. ● Explain how the main ideas are supported by key details. ● Summarize the text. | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ main idea, key details, summarize, informational text, support. ● Identify the main idea in a text. ● Identify one or more supporting details in a text. | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success | |



Proficiency Scale Grade 5

Domain: Reading Standards for Informational Text

Strand: Craft and Structure (CAS)

Benchmark Code: 5.RI.CAS.6

Standard: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (DOK 3)

| | | |
|------------------|--|--|
| Score 4.0 | <p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Construct an argument drawing on multiple accounts of the same event or topic. | |
| | <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>Target goals:</p> <ul style="list-style-type: none"> ● Analyze multiple accounts of the same event or topic. ● Note important similarities and differences in the point of view of multiple accounts of the same event or topic. | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ point of view, firsthand, secondhand, analyze. ● Identify an author’s point of view of an event or topic in informational texts. ● Identify the difference between two accounts of the same event or topic. | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success | |



Proficiency Scale Grade 5

| | |
|--|---|
| Domain: Writing Standards Strand: Text Types and Purposes (TTP) Benchmark Code: 5.W.TTP.1 Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (DOK 3) | |
| Score 4.0 | In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to: <ul style="list-style-type: none"> ● Write balanced arguments that support both perspectives using relevant evidence. ● Influence the reader’s feelings using powerful and emotive language. |
| <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | Target goals: <ul style="list-style-type: none"> ● Write opinion pieces on topics or texts. ● Support a point of view with reasons and information. |
| <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | Simpler goals: <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ opinion, point of view, evidence, supporting detail. ● Identify the difference between a fact and an opinion. ● List multiple reasons to support a point of view. ● Use precise language and domain-specific vocabulary. |
| <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success |



Proficiency Scale Grade 5

Domain: Writing Standards

Strand: Production and Distribution of Writing (PDW)

Benchmark Code: 5.W.PDW.6

Standard: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (DOK 2)

| | | |
|----------------------|--|--|
| Score 4.0 | <p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Without guidance, use technology, including the Internet, to produce and publish writing. | |
| | <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>Target goals:</p> <ul style="list-style-type: none"> ● With some guidance and support from peers and adults, use technology, including the Internet, to produce and publish writing. ● With some guidance and support from peers and adults, use technology, including the Internet, to interact and collaborate with others. ● Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ publish, interact, collaborate. ● With some guidance and support from adults, use technology, including the Internet, to produce and publish writing. ● Show a growing command of keyboarding skills (e.g., awareness of the home row). | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success | |



Proficiency Scale Grade 5

Domain: Writing Standards
Strand: Research to Build and Present Knowledge (RBK)
Benchmark Code: 5.W.RBK.7
Standard: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (DOK 3)

| | | |
|------------------|---|--|
| Score 4.0 | <p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> ● Conduct research into multiple points of view of a given topic. ● Conduct short research that use several sources on a self-directed topic. | |
| | <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>Target goals:</p> <ul style="list-style-type: none"> ● Gather relevant information from various sources on a given research topic to investigate different aspects of a topic. | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Simpler goals:</p> <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ research, investigation, print resource, digital resource. ● Develop a list of print and digital resources to support a research topic. | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success | |



Proficiency Scale Grade 5

| | |
|--|--|
| Domain: Writing Standards Strand: Research to Build and Present Knowledge (RBK) Benchmark Code: 5.W.RBK.9 Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. (DOK 2) | |
| Score 4.0 | In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to: <ul style="list-style-type: none"> ● Evaluate the credibility of source(s) of information. |
| <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | Target goals: <ul style="list-style-type: none"> ● Draw evidence from literary texts to support analysis, reflection, and research. ● Draw evidence from informational texts to support analysis, reflection, and research. |
| <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | Simpler goals: <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ literary, informational, analysis, reflection, research. ● Choose which, from provided evidence, best supports the analysis, reflection, or research. |
| <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success |

Proficiency Scale Grade 5



| Domain: Speaking and Listening Standards Strand: Presentation of Knowledge and Ideas (PKI) Benchmark Code: 5.SL.PKI.4 Standard: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (DOK 3) | |
|--|--|
| Score 4.0 | In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to: <ul style="list-style-type: none"> ● Incorporate multimedia features (e.g., graphics, music, charts, diagrams) to enhance a logical argument. |
| <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | Target goals: <ul style="list-style-type: none"> ● Present an opinion or report on a topic or text which sequences ideas logically. |
| <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | Simpler goals: <ul style="list-style-type: none"> ● Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> ○ sequence, relevance, logic, theme, multimedia. ● Cite appropriate facts and relevant details. ● Use descriptive details to support the main ideas. ● Speak clearly at an understandable pace. |
| <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success |

Proficiency Scale Grade 5

Domain: Language Standards
Strand: Conventions of Standard English (CSE)



| Benchmark Code: 5.L.CSE.1 | |
|--|--|
| Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK 2) | |
| Score 4.0 | <p>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> Analyze use of conjunctions, prepositions, and interjections. |
| Score 3.5 | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>Target goals:</p> <ul style="list-style-type: none"> Use conjunctions, prepositions, and interjections appropriately when writing or speaking. Construct the perfect verb tenses. Use the perfect verb tenses when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions when writing or speaking. Edit writing with inappropriate shifts in verb tense. Use correlative conjunctions when writing or speaking. |
| Score 2.5 | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Simpler goals:</p> <ul style="list-style-type: none"> Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> verb, conjunction, preposition, interjection, tense, shift. Define the general function of conjunctions, prepositions, and interjections. Define perfect verb tenses. Identify verbs that convey various times, sequences, states, and conditions. Identify shifts in verb tense. Define correlative conjunctions. |
| Score 1.5 | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| Score 0.5 | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success |

Proficiency Scale Grade 5

Domain: Language Standards
 Strand: Vocabulary Acquisition and Use (VAU)



| Benchmark Code: 5.L.VAU.4 | |
|--|---|
| Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (DOK 2) | |
| Score 4.0 | In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to: <ul style="list-style-type: none"> critique vocabulary usage to ascertain connotation of words. |
| | <i>Score 3.5</i> <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | Target goals: <ul style="list-style-type: none"> Determine the meaning of a word by using Greek and Latin affixes and roots. |
| | <i>Score 2.5</i> <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | Simpler goals: <ul style="list-style-type: none"> Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> strategy, context clue, affix, root, reference material. Clarify the meanings of words using reference materials such as dictionaries and digital resources. Determine the meaning of a word or phrase using context clues. |
| | <i>Score 1.5</i> <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| | <i>Score 0.5</i> <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success |

Proficiency Scale Grade 5

Domain: Language Standards
 Strand: Vocabulary Acquisition and Use (VAU)



| Benchmark Code: 5.L.VAU.5 Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (DOK 2) | |
|--|---|
| Score 4.0 | In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge. Examples include, but are not limited to: <ul style="list-style-type: none"> Describe how figurative language adds to or affects the writing. |
| <i>Score 3.5</i> | <i>In addition to a score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | Target goals: <ul style="list-style-type: none"> Interpret figurative language. Explain word relationships. Identify nuances in word meanings. |
| <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i> |
| Score 2.0 | Simpler goals: <ul style="list-style-type: none"> Recognize and recall specific vocabulary, such as: <ul style="list-style-type: none"> interpret, figurative, literal, proverbs, adages, idioms, nuance. Identify examples of figurative language. Explain the meaning of common idioms, adages, and proverbs. |
| <i>Score 1.5</i> | <i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
| <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| Score 0.0 | Even with help, no success |