

**Missouri Assessment Program Achievement Level Descriptors (ALDs)  
Grade 5 ELA (Fall 2014-Spring 2017)**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p>Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts, and in writing. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing, or exhibit little command of the conventions of standard English.</p>	<p>Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes responding to both literary and informational texts, and in writing. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply some strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command the conventions of standard English.</p>	<p>Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational text, and in writing. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit a competent command of the conventions of standard English.</p>	<p>Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text, and in writing efficiently. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of standard English.</p>

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<b>Reading Literary and Informational</b>			
<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b></p> <ul style="list-style-type: none"> <li>• use inaccurate or minimal to no textual evidence to support conclusions drawn from texts.</li> <li>• inaccurately determine meaning in words or phrases.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b></p> <ul style="list-style-type: none"> <li>• cite basic textual evidence to support conclusions drawn from texts.</li> <li>• use some explicit and limited implicit information to support emerging inferences.</li> <li>• partially summarizes central ideas.</li> <li>• use basic knowledge of text structures or genre-specific features to begin to analyze texts.</li> <li>• interpret the meaning of simple figurative language.</li> <li>• determine the meaning of some unknown words in context.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b></p> <ul style="list-style-type: none"> <li>• quote accurately from a text explicitly when drawing inferences.</li> <li>• determine theme, two or more main ideas of a text.</li> <li>• determine how characters respond to challenges or how characters interact.</li> <li>• determine how the speaker in a poem reflects upon a topic.</li> <li>• summarize the text or portion of a text.</li> <li>• compare and contrast two or more characters, settings, events.</li> <li>• determine the meaning of words and phrases including figurative language using context clues, affixes, root words.</li> <li>• explain how a series of chapters, scenes or stanza fit together.</li> <li>• describe how a narrator's or speaker's point of view influences how events are described.</li> <li>• compare and contrast stories of the same genre on their approaches to similar themes and topics.</li> <li>• explain the relationships or interactions between two or more individuals, events, ideas or concepts.</li> </ul>	<p><b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b></p> <ul style="list-style-type: none"> <li>• consistently cite specific textual evidence to support conclusions and inferences.</li> <li>• determine the intended and precise meaning of words and phrases including figurative language and literary devices.</li> <li>• use explicit and implicit detail to interpret and compare how information is presented across texts.</li> </ul>

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		<ul style="list-style-type: none"> <li>• compare and contrast the overall structure of events, ideas, concepts or information in two or more texts.</li> <li>• analyze multiple accounts of the same event or topic noting similarities and differences.</li> <li>• draw on relevant information from multiple sources to answer questions.</li> <li>• explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• integrate relevant information from several texts on the same topic.</li> </ul>	
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**Writing**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b>
<ul style="list-style-type: none"> <li>• plan, write, revise and edit opinion pieces that show little point of view.</li> <li>• plan, write, revise and edit informative/explanatory pieces that show little or no examination of a topic and minimally convey ideas and information.</li> <li>• plan, write, revise and edit narratives that show little or no development of real or imagined experiences using few or no techniques or details.</li> </ul>	<ul style="list-style-type: none"> <li>• plan, write, revise and edit opinion pieces on topics or texts, using a general point of view.</li> <li>• plan, write, revise and edit informative/explanatory pieces texts to partially examine a topic and partially convey ideas and information.</li> <li>• plan, write, revise and edit narratives to partially develop real or imagined experiences or events using limited techniques and details.</li> <li>• produce writing in which the development and</li> </ul>	<ul style="list-style-type: none"> <li>• plan, write, revise and edit opinion pieces on topics or texts, supporting a point of view with relevant reasons and information.</li> <li>• plan, write, revise and edit informative/explanatory pieces to examine a topic and convey ideas and information clearly.</li> <li>• plan, write, revise and edit narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</li> <li>• produce clear and coherent</li> </ul>	<ul style="list-style-type: none"> <li>• effectively and engagingly write, revise and edit opinion pieces on topics, attend to purpose and audience, organize ideas, include structures and transitional strategies, identify relevant reasons and information and develop appropriate conclusions.</li> <li>• effectively and engagingly write informative/explanatory pieces, revise and edit precise language and to organize ideas and state a focus.</li> <li>• effectively and engagingly</li> </ul>

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	<p>organization are generally appropriate to task, purpose, and/or audience.</p> <ul style="list-style-type: none"> <li>demonstrate limited command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</li> </ul>	<p>writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>expand, combine and reduce sentences for meaning, interest and style and use grade appropriate vocabulary.</li> <li>compare and contrast the varieties of English used in text.</li> <li>demonstrate competent command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</li> </ul>	<p>write narratives, revise and edit precise words and phrases and use relevant descriptive details and sensory language to convey experiences.</p> <ul style="list-style-type: none"> <li>effectively write or edit texts demonstrating a strong understanding of standard English grammar, conventions and usage.</li> </ul>
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**Listening**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b>
<ul style="list-style-type: none"> <li>minimally use details in information presented orally to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>partially interpret and use information delivered orally.</li> </ul>	<ul style="list-style-type: none"> <li>summarize information presented orally.</li> <li>summarize the points a speaker makes and explain how each claim is supported by relevant reasons and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>critically interpret and use most relevant information delivered orally.</li> </ul>

**Research**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b>

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<ul style="list-style-type: none"><li>minimally summarize or paraphrase information.</li></ul>	<ul style="list-style-type: none"><li>gather general information in print and digital sources.</li><li>summarize and/or paraphrase general information from sources.</li></ul>	<ul style="list-style-type: none"><li>gather relevant information from sources.</li><li>summarize and paraphrase relevant information from sources.</li></ul>	<ul style="list-style-type: none"><li>critically locate most relevant information to support central ideas.</li><li>critically distinguish relevant and irrelevant information.</li><li>critically integrate most relevant information from several sources.</li></ul>
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