

Missouri Assessment Program Performance Level Descriptors (PLD's)
Grade 5 ELA

Below Basic	Basic	Proficient	Advanced
<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, listening, and speaking forms. 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, partially, or with below-grade-level text; in reading processes responding to both literary and informational texts (in minimal genres); and in writing, listening, and speaking forms. 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 of the conventions of standard English.</p>	<p>Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adept 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 media (in different genres) and in writing, listening, and speaking forms. 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 (in different forms and for different purposes and audiences) using specific vocabulary and exhibit a competent command of the conventions of standard English.</p>	<p>Students performing at the Advanced level on the Missouri Assessment Program demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently, precisely, and expertly in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms efficiently and effectively for different audiences and purposes. 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 at a more complex level, 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, develop, and reflect/analyze their own writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit an extensive command of the conventions of standard English.</p>

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Grade 5 ELA

Reading Literary and Informational

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • use inaccurate or minimal to no textual evidence to make inferences and support conclusions drawn from texts. • inaccurately determine meaning in words or phrases. • inaccurately summarize the central idea. • demonstrate minimal knowledge of text structure and genre-specific features. • demonstrate inability to use dictionary or glossary to determine meanings of unknown words. 	<ul style="list-style-type: none"> • cite basic textual evidence to support conclusions drawn from texts. • use some explicit and limited implicit information to support emerging inferences. • partially summarize central ideas. • use basic knowledge of text structures or genre-specific features to begin to analyze texts. • determine the meaning of simple figurative language. • determine the meaning of some unknown words in context. • demonstrate partial ability to use a dictionary, glossary, or thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, syllabication, and alternate word choices. 	<ul style="list-style-type: none"> • cite specific textual evidence to support inferences. • determine theme or two or more main ideas of a text. • determine how characters respond to challenges or how characters interact. • determine how the speaker in a poem reflects upon a topic. • summarize the text or portion of a text. • compare and contrast two or more characters, settings, events. • determine the meaning of words and phrases including figurative language using context clues, affixes, root words. • use a dictionary, glossary, or thesaurus (printed or electronic) to determine pronunciations, meanings, parts of speech, syllabication, and alternate word choices. • explain how a series of chapters, scenes, or stanzas fit together. • describe how a narrator's or speaker's point of view influences how events are described. 	<ul style="list-style-type: none"> • consistently cite specific textual evidence to support conclusions, inferences, and analysis. • determine the intended and precise meaning of words and phrases including figurative language and literary devices. • use explicit and implicit detail to interpret and compare how information is presented across texts and identify complex relationships.

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		<ul style="list-style-type: none">• compare and contrast stories of the same genre on their approaches to similar themes and topics.• explain the relationships or interactions between two or more individuals, events, ideas, or concepts.• compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.• analyze multiple accounts of the same event or topic noting similarities and differences.• draw on relevant information from multiple sources to answer questions.	
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Grade 5 ELA

Writing

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • demonstrate inability to apply writing process to develop a text for audience and purpose • demonstrate inability to plan, write, revise, and/or edit opinion pieces that show point of view independently. • demonstrate inability to plan, write, revise, and edit informative/explanatory pieces that show examination of a topic independently and minimally convey ideas and information. • demonstrate inability to plan, write, revise, and edit narratives that show development of real or imagined experiences using techniques or details independently. • demonstrate limited or no command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • minimally apply writing process to develop a text for audience and purpose • minimally plan, write, revise, and edit opinion pieces on topics or texts, using a general point of view. • minimally plan, write, revise, and edit informative/explanatory pieces of texts to partially examine a topic and partially convey ideas and information. • minimally plan, write, revise, and edit narratives to partially develop real or imagined experiences or events using limited techniques and details. • produce writing in which the development and organization are general and appropriate to task, purpose, and/or audience. • demonstrate limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling 	<ul style="list-style-type: none"> • apply writing process to develop a text for audience and purpose. • plan, write, revise, and edit opinion pieces on topics or texts, supporting a point of view with relevant reasons and information. • plan, write, revise, and edit informative/explanatory pieces to examine a topic and convey ideas and information clearly. • plan, write, revise, and edit narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. • produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • expand, combine, and reduce sentences for meaning, interest, and style and use grade-appropriate vocabulary. • demonstrate command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • 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. • effectively and engagingly write informative/explanatory pieces, revise and edit precise language, and organize ideas with a clear focus. • effectively and engagingly write narratives, revise, and edit precise words and phrases and use relevant descriptive details and sensory language to convey experiences. • effectively write or edit texts demonstrating a strong understanding of standard English grammar, conventions, and usage.

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Grade 5 ELA

Listening

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

Research

Below Basic	Basic	Proficient	Advanced
Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level	In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level	In addition to demonstrating understanding and applying the skills at the Basic level, students at this level	In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level
<ul style="list-style-type: none"> gather irrelevant, incorrect, or incomplete information in print and digital sources. minimally summarize or paraphrase information from print or digital sources. 	<ul style="list-style-type: none"> gather basic or general information in print and digital sources. summarize and/or paraphrase general information from print and digital sources. 	<ul style="list-style-type: none"> gather relevant information from a variety of sources. summarize and paraphrase relevant information from a variety of sources. accurately paraphrase and cite sources to give credit for others' work/ideas. 	<ul style="list-style-type: none"> critically locate most relevant information to support central ideas from a wide variety of sources. critically distinguish relevant and irrelevant information from a wide variety of sources. critically integrate most relevant information from a wide variety of sources and use multiple sources.