

ISTAR Grade 5 ELA Performance Level Descriptors (PLDs)

Developing Proficiency	Meeting Proficiency	Exceeding Proficiency
A Developing Proficiency student demonstrates emerging engagement with low-complexity literature and nonfiction text and emerging writing skills.	A Meeting Proficiency student demonstrates proficient engagement with low- to moderately complex literature and nonfiction text, and emerging engagement with highly complex text. He/she displays writing skills in addition to skills defined under Developing Proficiency.	An Exceeding Proficiency student demonstrates exemplary engagement with low- to highly complex literature and nonfiction text. He/she displays writing skills in addition to skills defined under Meeting and Developing Proficiency.
Reading		
<p>Text Complexity Definitions</p> <ul style="list-style-type: none"> ❖ Low text complexity: brief text with familiar ideas; short, simple sentences; and substantial graphic support ❖ Moderate text complexity: longer text with more complex ideas, a mixture of simple and compound sentences, and some graphic support ❖ High text complexity: longer text with more complex ideas and textual features, a variety of sentence structures including phrases and transition words, some grade-level or near grade-level vocabulary, and minimal graphic support 		
<p>While reading text with a <i>low complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • identify a character, the setting or event within a literature text. • identify specific details in a literature or nonfiction text to explain what the text says explicitly. • identify the main idea of a nonfiction text. • use context to identify the meaning of words. 	<p>While reading a text with <i>low to moderate complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • identify key details to support the main idea. • identify specific details in a literature or nonfiction text to explain what the text says explicitly. • use context to identify the meaning of words or phrases. <p>While reading a text with <i>high complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • describe the character, the setting or event within a literature text. • identify the main idea of a nonfiction text. • identify specific details in a literature or nonfiction text to explain what the text says explicitly. 	<p>While reading a text with <i>low to high complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • use specific details in a literature or nonfiction text to explain what the text says explicitly. • summarize a literature or nonfiction text. • determine the main idea(s) of a nonfiction text and identify key details to support the main idea(s). • use specific details in a literature or nonfiction text to support inferences. • compare events, ideas, concepts or information within an informational text. • describe characters, settings or events within a story using specific details in the text to support the description. • determine the theme of a literature text. • use context to identify the meaning of words or phrases, including figurative or imagery.
Writing		
<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • sort ideas or concepts using classification. • identify the topic sentence as it relates to the paragraph or information. • identify the CVC spelling within a sentence. 	<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • organize an idea, concept or information (using definition, classification, comparison, and cause/effect). • apply correct use of capitalization. • identify the CVCe spelling within a sentence. 	<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • organize sentences in an organizational form appropriate to the topic. • identify the phonetic spelling within a sentence. • identify the topic or concluding sentence as it relates to the information provided.