

## Grade 5 Performance Level Descriptors

### Nebraska Student-Centered Assessment System - English Language Arts (NSCAS-ELA)

<b><u>Developing</u></b>	<b><u>Established</u></b>	<b><u>Distinguished</u></b>
<p>Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.</p> <p><b>The student at this level:</b></p> <ul style="list-style-type: none"><li>• Applies knowledge of basic word structure elements, known words, and common word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo-Saxon affixes and roots).</li><li>• Selects and applies knowledge of explicit context clues (e.g., word, phrase, and sentence clues) and text features to determine meaning of unknown words.</li><li>• Acquires new, basic academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations.</li></ul>	<p>Established learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.</p> <p><b>The student at this level:</b></p> <ul style="list-style-type: none"><li>• Applies knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo-Saxon affixes and roots).</li><li>• Selects and applies knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.</li><li>• Acquires new academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations.</li></ul>	<p>Distinguished learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.</p> <p><b>The student at this level:</b></p> <ul style="list-style-type: none"><li>• Applies knowledge of complex word structure elements, known words, and uncommon word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo-Saxon affixes and roots).</li><li>• Selects and applies knowledge of subtle context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.</li><li>• Acquires new, complex academic and content-specific grade-level vocabulary, relates to prior knowledge, and skillfully applies in new situations.</li></ul>

<ul style="list-style-type: none"> <li>• Identifies basic semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension.</li> <li>• Examines text to determine author's primary purpose(s).</li> <li>• Analyzes and describes fundamental elements of literary text (e.g., characters, setting, plot, point of view, theme).</li> <li>• Identifies and explains why authors use simple literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).</li> <li>• Summarizes a literary text using details to explain the theme.</li> <li>• Summarizes an informational text using details to explain the main idea.</li> <li>• Uses text features to locate information and explains how the information contributes to a basic understanding of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension.</li> <li>• Examines text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.</li> <li>• Analyzes and describes elements of literary text (e.g., characters, setting, plot, point of view, theme).</li> <li>• Identifies and explains why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).</li> <li>• Summarizes and analyzes a literary text using key details to explain the theme.</li> <li>• Summarizes and analyzes an informational text using supporting details to explain the main idea.</li> <li>• Uses text features to locate information and explains how the information contributes to an understanding of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies complex semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension.</li> <li>• Thoroughly examines text to determine author's purpose(s) and thoroughly describes how author's perspective (e.g., beliefs, assumptions, biases) influences text.</li> <li>• Analyzes and describes complex elements of literary text (e.g., characters, setting, plot, point of view, theme).</li> <li>• Identifies and explains why authors use sophisticated literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).</li> <li>• Thoroughly summarizes and analyzes a literary text using the most relevant key details to explain the theme.</li> <li>• Thoroughly summarizes and analyzes an informational text using the most relevant supporting details to explain the main idea.</li> <li>• Uses text features to locate information and explains how the information contributes to a thorough understanding of text.</li> </ul>
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<ul style="list-style-type: none"> <li>• Uses textual evidence to compare and contrast the fundamental characteristics that distinguish a variety of literary and informational texts (e.g., genres).</li> <li>• Explains the fundamental relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.</li> <li>• Answers simple literal, inferential, and critical questions and supports answers with evidence from the text or additional sources provided.</li> <li>• Identifies and applies knowledge of explicit organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).</li> <li>• Generates a draft that develops a topic and which includes a topic, thesis, body, conclusion, and/or transitions linked to the purpose of the composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts (e.g., genres).</li> <li>• Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing relevant textual evidence to develop a national and international multicultural perspective.</li> <li>• Answers literal, inferential, and critical questions and supports answers with specific and relevant evidence from the text or additional sources provided.</li> <li>• Identifies and applies knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).</li> <li>• Generates a draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant textual evidence to compare and contrast the complex characteristics that distinguish a variety of literary and informational texts (e.g., genres).</li> <li>• Explains the complex relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing the most relevant textual evidence to develop a national and international multicultural perspective.</li> <li>• Answers complex literal, inferential, and critical questions and supports answers with the most specific and relevant evidence from the text or additional sources provided.</li> <li>• Identifies and applies knowledge of implicit organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).</li> <li>• Generates a sophisticated draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.</li> </ul>
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<ul style="list-style-type: none"> <li>• Gathers and uses information from authoritative sources in an attempt to support claims or theses.</li>   <li>• Composes grammatically correct simple and compound sentences and/or basic paragraphs.</li>   <li>• Proofreads and edits writing for some conventions or standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</li>   <li>• Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text).</li>   <li>• Communicates information and ideas in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to audiences.</li>   <li>• Provides evidence from literary or informational text in an attempt to support analysis, reflection, or research.</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers and uses relevant information and evidence from authoritative sources to support claims or theses.</li>   <li>• Composes paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.</li>   <li>• Proofreads and edits writing for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</li>   <li>• Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text) and/or overreliance on any one source and by following a standard format for citation (e.g., quotes, paraphrases).</li>   <li>• Communicates information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences.</li>   <li>• Provides relevant evidence from literary or informational text to support analysis, reflection, or research.</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers and uses the most relevant information and evidence from authoritative sources to thoroughly support claims or theses.</li>   <li>• Composes sophisticated paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.</li>   <li>• Proofreads and edits writing thoroughly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).</li>   <li>• Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text) and/or overreliance on any one source and by consistently and skillfully following a standard format for citation (e.g., quotes, paraphrases).</li>   <li>• Skillfully communicates information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences.</li>   <li>• Provides the most relevant evidence from literary or informational text to thoroughly support analyses, reflections, or research.</li> </ul>
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<ul style="list-style-type: none"><li>• Occasionally uses precise word choice and domain-specific vocabulary to write in a variety of modes.</li></ul>	<ul style="list-style-type: none"><li>• Uses precise word choice and domain-specific vocabulary to write in a variety of modes.</li></ul>	<ul style="list-style-type: none"><li>• Skillfully uses precise word choice and domain-specific vocabulary to write in a variety of modes.</li></ul>
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