

Performance Level Descriptors

English Language Arts Grade 5

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Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: *Developing*, *Approaching*, *Meeting*, and *Advanced*. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors** (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a progression of knowledge and skills expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level *as well as all content and skills in any performance levels that precede it, if any*. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Policy Performance Level Descriptors			
Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Range Performance Level Descriptors

Reading: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Reading Strand – Key Ideas and Details

Developing	Approaching	Meeting	Advanced
<p>A student at this level can sometimes locate and refer to minimally relevant details when explaining what a text says explicitly. (RI&RL)</p>	<p>A student at this level can locate and refer to somewhat relevant details and evidence when explaining what a text says explicitly and make basic inferences. (RI&RL)</p>	<p>A student at this level can locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>A student at this level can consistently and effectively locate and refer to ample relevant details and evidence when thoroughly explaining what a text says explicitly/implicitly and make extensive logical inferences. (RI&RL)</p>
<p>can minimally summarize texts, from a variety of genres, to determine a basic theme or central idea. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to determine a simple theme or central idea and partially or inconsistently explain how it is supported by key details. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to determine a theme or central idea and thoroughly explain how it is supported by key details. (RI&RL)</p>
<p>can minimally describe two characters, settings, or events, drawing on limited or no details. (RL)</p>	<p>can partially compare or contrast two or more characters, settings, or events, drawing on some specific details. (RL)</p>	<p>can compare and contrast two or more characters, settings, or events, drawing on specific details in the text. (RL)</p>	<p>can thoroughly compare and contrast two or more characters, settings, or events, drawing on specific details in the text. (RL)</p>
<p>can explain the relationships or interactions between two or more individuals, events, ideas,</p>	<p>can explain the basic relationships or interactions between two or more individuals, events, ideas, or</p>	<p>can explain the relationships or interactions between two or more individuals, events, ideas,</p>	<p>can thoroughly explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on ample and</p>

or concepts, drawing on minimal or no details. (RI)	concepts based on explicit evidence from the text. (RI)	or concepts based on specific evidence from the text. (RI)	specific evidence from the text. (RI)
Reading Strand – Craft and Structure			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can minimally or incompletely determine the meaning of words, phrases, figurative language, or academic and content-specific words within a text. (RI&RL)</p>	<p>A student at this level</p> <p>can partially determine the meaning of words, phrases, figurative language, and academic and content-specific words and partially or inconsistently analyze their effect on meaning, tone, and mood within a text. (RI&RL)</p>	<p>A student at this level</p> <p>can determine the meaning of words, phrases, figurative language, and academic and content-specific words and analyze their effect on meaning, tone, and mood within a text. (RI&RL)</p>	<p>A student at this level</p> <p>can consistently and effectively determine the meaning of words, phrases, figurative language, and academic and content-specific words and thoroughly analyze their effect on meaning, tone, and mood within a text. (RI&RL)</p>
<p>can minimally or incompletely explain how a series of chapters, scenes, or stanzas fits together. (RL)</p>	<p>can partially explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)</p>	<p>can explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)</p>	<p>can thoroughly explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)</p>
<p>can sometimes minimally identify the basic overall structure in one or more texts. (RI)</p>	<p>can partially compare or contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p>can compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p>can thoroughly compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>
<p>In literary text, can sometimes minimally identify a narrator’s or speaker’s point of view. (RL)</p>	<p>In literary text, can partially explain how a narrator’s or speaker’s point of view influences how events are described. (RL)</p>	<p>In literary text, can explain how a narrator’s or speaker’s point of view influences how events are described. (RL)</p>	<p>In literary text, can thoroughly explain how a narrator’s or speaker’s point of view influences how events are described. (RL)</p>
<p>In informational text, can sometimes minimally identify</p>	<p>In informational text, can partially or inconsistently</p>	<p>In informational text, can analyze multiple accounts of the</p>	<p>In informational text, can thoroughly analyze multiple</p>

multiple accounts of the same event or topic. (RI)	analyze multiple accounts of the same event or topic, noting some similarities and differences in the point of view they represent.	same event or topic, noting important similarities and differences in the point of view they represent. (RI)	accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
Reading Strand – Integration of Knowledge and Ideas			
Developing	Approaching	Meeting	Advanced
A student at this level can minimally describe basic visual or multimedia elements in literary and informational texts. (RI&RL.)	A student at this level can partially or inconsistently analyze how visual or multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)	A student at this level can analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)	A student at this level can consistently and effectively analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)
can minimally explain how some claims in a text are supported by relevant reasons and evidence. (RI)	can partially explain how claims in a text are supported by relevant reasons and evidence, partially identifying which reasons and evidence support which claims. (RI)	can explain how claims in a text are supported by relevant reasons and evidence. (RI)	can thoroughly explain how claims in a text are supported by relevant reasons and evidence. (RI)
can make limited judgments about quality of text; make limited and simple connections to other texts, ideas, cultural perspectives, identities, eras, or personal experiences. (RI&RL)	can make partially-informed judgments about quality of text; make basic connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	can make thoroughly informed judgments about quality of text; make sophisticated explicit and implicit connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
Writing: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.			
Writing Strand – Text Types and Purposes			

Developing	Approaching	Meeting	Advanced
<p>A student at this level can compose minimally reflective, formal, or creative writing, which may happen simultaneously or independently, for a limited variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can partially compose simple reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can consistently and skillfully compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>
<p>can write incomplete or basic text in a limited variety of modes: can write incomplete or basic opinion pieces that minimally support a point of view about a topic or text, state a minimally developed opinion, or create an undeveloped organizational structure in which ideas are incompletely presented logically.</p>	<p>can write simple text in a variety of modes: can write simple opinion pieces that partially support a point of view about a topic or text clearly, state a partially developed opinion, create a basic organizational structure in which ideas are partially logically ordered to somewhat support facts, details, or the writer's purpose.</p>	<p>can write text in a variety of modes: can write opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.</p>	<p>can skillfully write text in a variety of modes: can write opinion pieces that thoroughly support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.</p>
<p>can write basic informative texts that minimally introduce a topic; use minimal topic- and genre-specific language to provide a general observation or focus; minimally group related information logically; occasionally include basic formatting (e.g., headings), illustrations, and multimedia.</p>	<p>can write simple informative texts that partially introduce a topic; use basic topic- and genre-specific language to provide a general observation or focus; partially group related information logically; include some simple formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension and to link ideas</p>	<p>can write informative texts that introduce a topic clearly, use topic- and genre-specific language to provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension and to link ideas within and across categories of information.</p>	<p>can write informative texts that introduce a topic clearly, use ample and sophisticated topic- and genre-specific language to provide a general observation and focus, and group related information logically; include ample and apt formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension and to link ideas</p>

	within and across categories of information.		within and across categories of information.
can minimally convey events, real or imagined, through incomplete or basic narrative/short stories to develop limited experiences or events; minimally use basic dialogue and description of actions to minimally develop limited experiences and events or minimally or incompletely show the responses of characters to situations.	can partially convey events, real or imagined, through simple narrative/short stories to develop experiences or events, using some descriptive details and clear event sequences to partially establish a situation and introduce a narrator and/or characters; use some dialogue and description of actions, thoughts, and feelings to partially develop experiences and events or partially show the responses of characters to situations.	can convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters; use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	can convey events, real or imagined, through well-crafted narrative/short stories to thoroughly develop experiences or events using ample descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters; skillfully use dialogue and description of actions, thoughts, and feelings to fully develop experiences and events or show the responses of characters to situations.
(organization) can create incomplete or basic writing that may or may not include a basic introduction that minimally establishes a purpose and incompletely engages the reader; builds to a limited concluding statement somewhat related to the body of the composition.	(organization) can create simple writing that includes a partially developed introduction that establishes a purpose and partially engages the reader; builds to a partially effective concluding statement appropriate to the mode of writing and related to the body of the composition.	(organization) can create writing that includes an introduction that establishes a purpose and engages the reader; builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.	(organization) can skillfully create writing that includes an introduction that establishes a clear purpose and engages the reader; skillfully builds to a well-crafted concluding statement appropriate to the mode of writing and related to the body of the composition.
(transitions) can use one or fewer simple transitional words and phrases that connect ideas.	(transitions) can use a variety of simple transitional words and phrases that connect and develop ideas.	(transitions) can use a variety of transitional words and phrases that logically connect and develop ideas.	(transitions) can use an ample variety of transitional words and phrases that logically connect and develop ideas.
(word choice) can use one or fewer words for emphasis, addition, contrast, or order.	(word choice) can select some basic words for emphasis, addition, contrast, or order.	(word choice) can creatively select unique words for	(word choice) can creatively select ample unique words for

		emphasis, addition, contrast, or order.	emphasis, addition, contrast, or order.
Writing Strand – Production and Distribution of Writing			
Developing	Approaching	Meeting	Advanced
<p>A student at this level can produce basic or incomplete short writing in which the development and organization are weak and are minimally culturally-sustaining and rhetorically authentic to task and purpose.</p>	<p>A student at this level can partially or inconsistently produce short writing in which the development and organization are partially culturally-sustaining and rhetorically authentic to task and purpose.</p>	<p>A student at this level can produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience.</p>	<p>A student at this level can consistently and skillfully produce clear and coherent writing in which the development and organization are thoroughly culturally-sustaining and rhetorically authentic to task and purpose.</p>
<p>can produce basic or limited writing in which the development and organization are intentionally selected by teacher and possibly the student for task, purpose, and audience.</p>	<p>can partially or inconsistently produce short writing in which the development and organization are intentionally selected by teacher and sometimes student for task, purpose, and audience.</p>	<p>can produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose, and audience.</p>	<p>can effectively produce clear and coherent writing in which the development and organization are intentionally and skillfully selected by teacher/student for task, purpose, and audience.</p>
<p>minimally respond to basic questions and suggestions from peers; add sparse details to minimally strengthen writing as needed by limited planning, revising, and editing.</p>	<p>partially respond to questions and suggestions from peers; add some details to strengthen writing as needed by planning, revising, and editing.</p>	<p>can respond to questions and suggestions from peers; add details to strengthen writing as needed by planning, revising, and editing.</p>	<p>can thoroughly respond to questions and suggestions from peers; add ample details to strengthen writing as needed by planning, revising, and editing.</p>
<p>With guidance and support from adults and peers, can select and use basic digital tools to produce and publish basic writing, including minimal collaboration with peers; produce incomplete or basic</p>	<p>With some guidance and support from adults and peers, can sometimes select a variety of simple digital tools to produce and publish short writing, including partial collaboration with peers;</p>	<p>With some guidance and support from adults and peers, can intentionally select a variety of digital tools to produce and publish writing, including collaboration with peers; proficiently produce writing</p>	<p>With some guidance and support from adults and peers, can intentionally and skillfully select a variety of apt digital tools to produce and publish writing, including effective collaboration with peers;</p>

writing through printing, cursive, and/or typing.	produce short writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to sometimes type one page in a single sitting).	through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).	proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).
Writing Strand – Inquiry to Build and Present Knowledge			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can incompletely or minimally conduct basic inquiry projects that use limited sources to build minimal knowledge through investigation of one aspect of a topic.</p>	<p>A student at this level</p> <p>can partially or inconsistently conduct basic inquiry projects that use two or more sources to build basic knowledge through investigation of two or more aspects of a topic.</p>	<p>A student at this level</p> <p>can conduct short inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>A student at this level</p> <p>can consistently and effectively conduct short, thorough inquiry projects that use several appropriate sources to build deep knowledge through investigation of different aspects of a topic.</p>
<p>can recall basic information from experiences or gather minimal information from limited print and digital sources, minimally summarize or incompletely paraphrase information in notes or finished work and provide a limited list of sources.</p>	<p>can recall some information from experiences or gather partial information from print and digital sources, partially summarize or paraphrase information in notes and finished work and provide a basic list of sources.</p>	<p>can recall information from experiences or gather information from print and digital sources, summarize or paraphrase information in notes and finished work and provide a list of sources.</p>	<p>can thoroughly recall information from experiences or gather ample information from print and digital sources, skillfully summarize or paraphrase information in notes and finished work and provide a complete list of sources.</p>
<p>can draw basic evidence from literary or informational texts to support minimal analysis, reflection, or inquiry.</p>	<p>can partially or inconsistently draw basic evidence from literary or informational texts to support partial analysis, reflection, and inquiry.</p>	<p>can draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>	<p>can skillfully draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>

Language: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Language Strand – Knowledge of Language

Developing	Approaching	Meeting	Advanced
<p>A student at this level can demonstrate a basic or incomplete understanding of how language functions in different cultures, contexts, and disciplines; can attempt to apply this knowledge to minimally comprehend when reading and listening and make choices when composing, creating, and speaking.</p>	<p>A student at this level can partially or inconsistently demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can partially apply this knowledge to comprehend when reading and listening; make somewhat effective choices when composing, creating, and speaking.</p>	<p>A student at this level can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can apply this knowledge to comprehend more fully when reading and listening; make effective choices when composing, creating, and speaking.</p>	<p>A student at this level can consistently and effectively demonstrate a thorough understanding of how language functions in different cultures, contexts, and disciplines; can skillfully apply this knowledge to comprehend more fully when reading and listening; make effective choices when composing, creating, and speaking.</p>
<p>can incompletely or minimally recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>can inconsistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>can recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>	<p>can consistently recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.</p>
<p>can identify limited ways in which language is used in familiar contexts (e.g., at home, in their own community) and in a few unfamiliar contexts (outside their own community).</p>	<p>can partially identify the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own community, by diverse authors and speakers).</p>	<p>can compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own community, by diverse authors and speakers).</p>	<p>can skillfully compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own community, by diverse authors and speakers).</p>

can incompletely or minimally identify the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	can partially or inconsistently identify the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	can compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	can skillfully compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
can minimally identify examples of precise and concise language when reading; rarely choose words and phrases to convey ideas precisely when writing and speaking.	can partially or inconsistently identify examples of precise and concise language when reading; occasionally choose words and phrases to convey ideas precisely when writing and speaking.	can identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.	can consistently identify examples of precise and concise language when reading; skillfully choose words and phrases to convey ideas precisely when writing and speaking.
can incompletely or minimally expand, combine, or reduce simple sentences.	can partially or inconsistently expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	can skillfully expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Language - Vocabulary Acquisition and Use

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can incompletely or minimally determine or clarify the meaning of basic unknown and multiple-meaning words and phrases in grade-level reading and content, use limited explicit context clues, minimally analyze some meaningful word parts, rarely consult basic general and specialized reference materials, and apply few word-solving strategies (for meaning) as appropriate.</p>	<p>A student at this level</p> <p>can partially or inconsistently determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content, partially use context clues, inconsistently analyze meaningful word parts, sometimes consult general and specialized reference materials, and apply some word-solving strategies (for meaning) as appropriate.</p>	<p>A student at this level</p> <p>can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.</p>	<p>A student at this level</p> <p>can consistently and effectively determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; skillfully use context clues, thoroughly analyze meaningful word parts, consistently consult general and specialized reference materials, and apply ample word-solving strategies (for meaning) as appropriate.</p>

can rarely use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of familiar words.	can partially use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	can skillfully use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
can demonstrate basic or incomplete understanding of figurative language, word relationships, or nuances in word meanings.	can demonstrate partial understanding of figurative language, word relationships, or nuances in word meanings	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	can thoroughly demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
can incompletely or minimally determine the meaning of words and phrases as they are used in a text.	can partially determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).	can determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).	can consistently determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).
can sometimes partially or incompletely interpret simple similes and metaphors in context.	can partially interpret similes and metaphors in context.	can interpret similes and metaphors in context.	can consistently interpret similes and metaphors in context.
can incompletely or minimally clarify the meaning of familiar words by comparing or contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).	can partially clarify the meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).	can clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).	can clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
can minimally or incompletely make loose connections between words and how they are used in real life (i.e., help	can make simple connections between words and how they are used in real life (i.e., help students build or add on to	can make connections between words and how they are used in real life (i.e., help students build	can make deep connections between words and how they are used in real life (i.e., help students build or add on to

students build or add on to existing schema when encountering new words).	existing schema when encountering new words).	or add on to existing schema when encountering new words).	existing schema when encountering new words).
can minimally demonstrate a limited ability to collaboratively build vocabulary knowledge when encountering unknown words including basic cultural, general academic, and discipline-specific terms and phrases; can sometimes use basic vocabulary appropriate to the context and situation.	can partially demonstrate an ability to collaboratively or independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can use simple vocabulary appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can use vocabulary appropriate to the context and situation.	can thoroughly demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; can skillfully use vocabulary appropriate to the context and situation.
can incompletely or minimally identify or use basic phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	can partially identify or inconsistently use simple phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	can identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	can identify and skillfully use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Language – Conventions of Standardized English			
Developing	Approaching	Meeting	Advanced
A student at this level can incompletely or minimally demonstrate contextually appropriate use of the conventions of basic standardized English grammar and usage when writing or speaking.	A student at this level can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	A student at this level can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	A student at this level can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English grammar and usage throughout when writing or speaking

can incompletely discern when and where it is appropriate to use standardized English.	can inconsistently discern when and where it is appropriate to use standardized English.	can discern when and where it is appropriate to use standardized English.	can consistently discern when and where it is appropriate to use standardized English.
can incompletely or minimally use or explain the intended purpose in basic conventions with familiar conjunctions; verb tenses; correlative conjunctions; and use of “they” and “their” when referring to singular people or ideas.	can partially use or inconsistently explain the intended purpose in conventions with conjunctions, verb tenses, correlative conjunctions, and use of “they” and “their” when referring to singular people or ideas.	can appropriately use or explain the intended purpose in conventions with conjunctions, verb tenses, correlative conjunctions, and use of “they” and “their” when referring to singular people or ideas.	can consistently and effectively use or explain the intended purpose in conventions with conjunctions, verb tenses, correlative conjunctions, and use of “they” and “their” when referring to singular people or ideas.
can demonstrate basic or incomplete use of the conventions of standardized English capitalization, punctuation, and spelling when writing basic text; can attempt to discern when and where it is appropriate to use standardized English.	can partially or inconsistently demonstrate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.	can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can discern when and where it is appropriate to use standardized English.	can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can effectively discern when and where it is appropriate to use standardized English.
can incompletely or minimally use or explain the intended purpose in basic conventions with commas (introductory elements and elements that need to be set off like a question or direct address); italics, underlining, quotes with titles; spelling familiar words correctly; and using basic reference materials to solve words and edit written work as needed.	can partially use or inconsistently explain the intended purpose in conventions with commas (introductory elements and elements that need to be set off like a question or direct address); italics, underlining, quotes with titles; inconsistently spelling grade-level words correctly; and using reference materials to solve words and edit written work as needed.	can appropriately use or explain the intended purpose in conventions with commas (introductory elements, and elements that need to be set off like a question or direct address); italics, underlining, quotes with titles; spelling grade-level words correctly; and using reference materials to solve words and edit written work as needed.	can consistently and effectively use or explain the intended purpose in conventions with commas (introductory elements, and elements that need to be set off like a question or direct address); italics, underlining, quotes with titles; spelling grade-level words correctly; and using reference materials to solve words and edit written work as needed.

	words and edit written work as needed.		
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