



English Language Arts Assessment

English Language Arts (ELA) Grade 5 Threshold Achievement Level Descriptors (ALD)

With Claims, Targets and Standards

This document aligns the Oregon ELA Assessment claims and targets with the Oregon English Language Arts (ELA) standards. The claims and targets can be used to design classroom lessons and district assessments. In addition, the document serves as a guide in understanding the Oregon ELA Assessment reports.

CLAIMS AND TARGETS: Content claims are summary statements about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the standards. Within each claim area, assessment targets were developed to ensure inclusion of standards, learning progressions, and the Depth of Knowledge levels.

DEPTH OF KNOWLEDGE: The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable. The DOK level should reflect the complexity of the cognitive processes demanded by the task, rather than its difficulty. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is “difficult”.

- **Level 1** requires students to receive or recite facts or to use simple skills or abilities.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Includes conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications.
- **Level 3** requires strategic thinking. Students must be able to support their thinking. Includes, non-routine problem solving like in reading and determining author’s purpose.
- **Level 4** requires extended thinking. Usually requires work over a period of time. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

OSAS Blueprint: Target Sampling ELA/Literacy Grades 3 - 5

| Component | Claim | Content Category | Targets | Items | Total Items | OSAS Blueprint Descriptors |
|--------------------------------|----------------------|--|--|--------------|---|---|
| Computer Adaptive (CAT) | 1: Reading | Literary | 2: Central Ideas | 0-1 | 4 | Approximately 33% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends. |
| | | | 4: Reasoning and Evaluation | 1 | | |
| | | | 1: Key Details | 2 - 3 | | |
| | | | 3: Word Meanings | | | |
| | | | 5: Analysis with/across Texts | | | |
| | | | 6: Text Structures and Features | | | |
| | | | 7: Language Use | | | |
| | Informational | 9: Central Ideas | 1 - 2 | 7 - 8 | Approximately 66% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics. | |
| | | 11: Reasoning and Evaluation | 1 - 2 | | | |
| | | 8: Key Details | 5 - 6 | | | |
| | | 10: Word Meanings | | | | |
| | | 12: Analysis with/across Texts | | | | |
| | | 13: Text Structures and Features | | | | |
| | 14: Language Use | | | | | |
| 2: Writing | Organization/Purpose | 1b/3b/6b: Revise Brief Texts | 2 | 6 | Approximately 33% of the assessment evidence will come from revising, and/or editing narrative writing. Approximately 33% of the assessment evidence will come from revising, and/or editing explanatory/informational writing based on evidence from given sources. Approximately 33% of the assessment evidence will come from revising, and/or editing opinion writing based on evidence from given sources. | |
| | Evidence/Elaboration | 1b/3b/6b: Revise Brief Texts | | | | |
| | | 8: Language and Vocabulary Use | 1 | | | |
| | Conventions | 9: Edit/Clarify | 3 | | | |
| 3: Listening | Listening | 4: Listen/Interpret | 4 | 4 | | |
| 4: Research | Research | 2: Interpret and Integrate Information | 1 | 3 | | |
| | | 3: Analyze Information/Sources | 1 | | | |
| | | 4: Use Evidence | 1 | | | |
| Performance Task (PT) | 2: Writing | Organization/Purpose | 4/7: Compose Full Texts | 1 Full Write | Each student receives one writing PT based on the use of informational articles. The PT will align to one of the following writing purposes: Opinion/Argumentative or Informational/Expository The ELA PTs are hand-scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. <i>(The Writing PT score is derived from a single student response)</i> | |
| | | Evidence/Elaboration | 4/7: Compose Full Texts | | | |
| | | | 8: Language and Vocabulary Use | | | |
| | Conventions | 9: Edit/Clarify | | | | |
| | 4: Research | Research | 2: Interpret and Integrate Information | | | 0-1 Machine Scored 0-1 Short Text |
| 3: Analyze Information/Sources | | | | | | |
| 4: Use Evidence | | | | | | |

Each **Claim** provides the different **Content Categories** and **Assessment Target** included OSAS ELA Summative Assessment in alignment to the **Oregon English Language Arts and Literacy Standards**.

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Oregon Reading Content Category: Literary Text

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|---------------------------|--|---|---|--|---|---|---|
| Assessment Targets | 2: Central Ideas Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events. | 4: Reasoning and Evaluation Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation. | 1: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. | 3: Word Meanings Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. | 5: Analysis within/across Texts Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts. | 6: Text Structures and Features Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text. | 7: Language Use Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context. |
| | Oregon English Language Arts and Literacy Standards | | | | | | |

5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
5.RL.6 - Describe how a narrator's or speaker's point of view influences how events are described.
5.RL.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.

5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
5.L.4a - Use context as a clue to the meaning of a word or phrase.
5.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
5.L.4c - Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.L.5c - Use the relationship between particular words to better understand each of the words.

5.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
5.RL.6 - Describe how a narrator's or speaker's point of view influences how events are described.

5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5.L.5a - Interpret figurative language, including similes and metaphors, in context.
5.L.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.

Threshold Reading Literary Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

| Nearly Meeting | Meeting | Exceeding |
|---|--|--|
| <p><i>Student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i></p> | <p><i>Student demonstrates adequate ability to read closely, analytically to comprehend a range of literary and informational texts of moderate-to-high complexity, and to use textual evidence to demonstrate critical thinking.</i></p> | <p><i>Student demonstrates thorough ability to read closely, analytically to comprehend a range of literary and informational texts of unusually high complexity, and to use textual evidence effectively to demonstrate complex critical thinking.</i></p> |
| <ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language. | <ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation. | <ul style="list-style-type: none"> • Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation. |

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Content Category: Informational Text

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| Assessment Targets | 9: Central Ideas Identify or determine a main idea and the key details that support it. | 11: Reasoning and Evidence Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events ideas, concepts, procedures, point of view, use of information from illustrations, compare and contrast points or key details) and use supporting evidence as justification/explanation. | 8: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. | 10: Word Meanings Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. | 12: Analysis within/across Texts Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author’s point of view. | 13: Text Structures and Features Relate knowledge of text features (e.g., maps, photographs) demonstrate understanding of the text. | 14: Language Use Determine understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses. |
| | Oregon English Language Arts and Literacy Standards | | | | | | |

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| <p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> | <p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>5.RI.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> | <p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>5.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>5.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>5.L.4c – Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.L.5c - Use the relationship between particular words to better understand each of the words.</p> | <p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | <p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> | <p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5.L.5a - Interpret figurative language, including similes and metaphors, in context.</p> <p>5.L.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.</p> |
|---|---|--|---|---|---|--|

Threshold Reading Informational Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

| Nearly Meeting | Meeting | Exceeding |
|--|--|---|
| <p><i>Student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i></p> | <p><i>Student demonstrates adequate ability to read closely, analytically to comprehend a range of literary and informational texts of moderate-to-high complexity, and to use textual evidence to demonstrate critical thinking.</i></p> | <p><i>Student demonstrates thorough ability to read closely, analytically to comprehend a range of literary and informational texts of unusually high complexity, and to use textual evidence effectively to demonstrate complex critical thinking.</i></p> |
| <ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from texts of low-to -moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to -moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to -moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language. | <ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity. | <ul style="list-style-type: none"> • Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts. |

Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.

**Content Category:
CAT Items**

| Assessment Targets | Organization/Purpose | Evidence/Elaboration | Conventions |
|--------------------|---|---|--|
| | <p>Revise Brief Texts 1b: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). 3b: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. 6b: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p> | <p>Revise Brief Texts 1b: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). 3b: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. 6b: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p> | <p>8: Language and Vocabulary Use: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> |

Oregon English Language Arts and Literacy Standards

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| <p>5.W.3 (Target 1b) a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>5.W.2 (Target 3b) a. Introduce a topic clearly, provide a general observation and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.W.1 (Target 6b) a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words and clauses. d. Provide a concluding statement or section related to the opinion presented.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>5.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic. 5.W.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely. 5.L.3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 5.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> | <p>5.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 5.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |
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Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.

**Content Category:
Performance Task**

| Organization/Purpose | Evidence/Elaboration | Conventions |
|--|--|--|
| <p>COMPOSE FULL TEXTS:</p> <p>4: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</p> <p>7: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</p> | <p>COMPOSE FULL TEXTS:</p> <p>4. Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</p> <p>7. Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</p> | <p>8: Language and Vocabulary Use : Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p>9: Edit/Clarify: Apply or edit grade appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> |

Oregon English Language Arts and Literacy Standards

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| <p>5.W.2 (Target 4)</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>5.W.1 (Target 7)</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words and clauses. d. Provide a concluding statement or section related to the opinion presented. <p>5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>5.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5.W.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.L.3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> | <p>5.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |
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Threshold Writing Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

| Nearly Meeting | Meeting | Exceeding |
|---|--|---|
| <p><i>Student demonstrates partial ability to produce writing for a range of purposes and audiences.</i></p> | <p><i>Student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i></p> | <p><i>Student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i></p> |
| <ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author’s craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion. • Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing. | <ul style="list-style-type: none"> • Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author’s craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing. | <ul style="list-style-type: none"> • Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing. |

Claim #3 Speaking/Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Content Category: Listening

**Assessment
Targets**

- 1: Not currently assessed
- 2: Not currently assessed
- 3: Not currently assessed
- 4: **Listen/Interpret:** Interpret and use information delivered orally.

Oregon English Language Arts and Literacy Standards

- 5.SL.2** - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5.SL.3** - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Threshold Listening Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

| Nearly Meeting | Meeting | Exceeding |
|--|---|---|
| <i>Student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i> | <i>Student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i> | <i>Student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i> |
| <ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback). | <ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually. | <ul style="list-style-type: none"> • Begin to critically interpret and use information delivered orally or audio-visually. |

Claim #4 Research: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Oregon English Language Arts and Literacy Standards

| | | | |
|--------------------|--|---|---|
| Assessment Targets | 2: Interpret and Integrate Information: Locate information to support central ideas and key details that are provided; select information from data or print and non- print text sources for a given purpose. | 3: Analyze Information/Sources: Distinguish relevant/irrelevant information. | 4: Use Evidence: Cite evidence to support opinions or ideas. |
|--------------------|--|---|---|

Content Standards

| | | |
|---|--|---|
| <p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.RI.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>5.RI.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>5.W.1b - Provide logically ordered reasons that are supported by facts and details.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
|---|--|---|

Threshold Research Achievement Level Descriptors (ALDs) for Students Entering a Proficiency Level will be able to...

| Nearly Meeting | Meeting | Exceeding |
|---|--|---|
| <i>Student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i> | <i>Student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i> | <i>Student demonstrates thorough ability to read closely, analytically to comprehend a range of literary and informational texts of unusually high complexity, and to use textual evidence effectively to demonstrate complex critical thinking.</i> |
| <ul style="list-style-type: none"> • Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably. | <ul style="list-style-type: none"> • Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably. | <ul style="list-style-type: none"> • Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably. |