



Kentucky Department of  
**E D U C A T I O N**

**Alternate Kentucky Summative Assessment (AKSA)  
Performance Level Descriptors (PLDs)  
Grade Five**

**Reading**

<b>Performance Level</b>	<b>DESCRIPTOR</b>
<b>Reading Skills/Concepts</b>	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of reading instruction remains consistent with the <a href="#">purposes and practices outlined in the KSA documents</a>. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the <a href="#">AKSA Targets documents</a>; found by content and grade level on the KDE website. Specified reading skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"><li>1. Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text. (RL.5.3)</li><li>2. Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning. (RL.5.4)</li><li>3. Describe how a narrator’s or speaker’s perspective influences how events are described. (RL.5.6)</li><li>4. Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts. (RL.5.7)</li><li>5. Compare/contrast stories in the same genre on their approaches to similar themes and topics. (RL.5.9)</li><li>6. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)</li><li>7. Analyze how the central ideas are reflected in a text and cite relevant explicit evidence to support thinking. (RI.5.2)</li><li>8. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text and analyze how those words and phrases shape meaning. (RI.5.4)</li><li>9. Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question or to solve a problem. (RI.5.7)</li><li>10. Explain how an author uses reasons and evidence to support particular claims in a text, identifying which evidence support which claim(s). (RI.5.8)</li></ol>

<p><b>Distinguished</b></p>	<p><i>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified reading skills/concepts.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by:</p> <ul style="list-style-type: none"> <li>• using authentic reading materials and their explicit and inferred meanings to support new thinking and ideas (e.g., grade/age appropriate novels, nonfiction text, reference materials, magazines, newspapers, using print and non-print formats, etc.)</li> <li>• applying reading skill/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information, including how multimedia materials contribute to the tone of non-print texts</li> <li>• solving problems that require analyzing or reflecting on the task (e.g., describes the relationship between characters, settings or events and analyzes the interactions over the course of the text, compares and contrasts two texts of the same genre, explains how the speaker or narrator’s perspective influences how events are described, determines meaning of words or phrases of text [including allusions of mythology] and explains how those words or phrases shape meaning, explains what the text says explicitly or draws inferences from quotes in the text, analyzes evidence the author uses to support a claim, etc.)</li> </ul>
<p><b>Proficient</b></p>	<p>The student demonstrates an independent and accurate understanding of the specified reading skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by:</p> <ul style="list-style-type: none"> <li>• using authentic reading materials and their explicit and inferred meanings to support new thinking and ideas (e.g., grade/age appropriate novels, nonfiction text, reference materials, magazines, newspapers, using print and non-print formats, etc.)</li> <li>• applying reading skill/concept to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information, including how multimedia materials contribute to the tone of non-print texts</li> <li>• using relevant details (e.g., describes the relationship between characters, settings or events and their interactions over the course of the text, compares and contrasts two texts of the same genre, identifies how the speaker or narrator’s perspective influences how events are described, determines meaning of words or phrases of text [including allusions of mythology] and identifies how those words or phrases shape meaning, identifies what the text says explicitly or identifies inferences from quotes in the text, identifies evidence the author uses to support a claim, etc.)</li> <li>• using reading vocabulary (e.g., character, setting, events, allusion, perspective, inference, cite, central idea, etc.)</li> </ul>

<b>Apprentice</b>	<p>The student demonstrates basic understanding of the specified reading skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks, materials, and/or environments by:</p> <ul style="list-style-type: none"> <li>• answering the questions (e.g., “what is the theme of these two texts?” etc.)</li> <li>• using relevant details (e.g., compare/contrast, narrator perspective, word meaning, quotes from text, evidence, etc.)</li> <li>• using reading vocabulary (character, setting, events, allusion, perspective, inference, cite, central idea, etc.)</li> </ul>
<b>Novice</b>	<p>The student demonstrates little or no understanding of the reading skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by:</p> <ul style="list-style-type: none"> <li>• inaccurate use of details (e.g., compare/contrast, narrator perspective, word meaning, quotes from text, evidence, etc.)</li> <li>• inaccurate or no use of reading vocabulary (e.g., character, setting, events, allusion, perspective, inference, cite, central idea, etc.)</li> </ul>

## Math

<b>Performance Level</b>	<b>DESCRIPTOR</b>
<b>Math Skills/Concepts</b>	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of math instruction remains consistent with the <a href="#">purposes and practices outlined in the KSA documents</a>. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the <a href="#">AKSA Targets documents</a>; found by content and grade level on the KDE website. Specified math skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"> <li>1. Use parentheses in numerical expressions and evaluate expressions that include symbols (KY.5.OA.1)</li> <li>2. Use place value understanding to recognize that a number in one place is ten times as much as the same number in the column to the right and the equation of what it represents in the column to the left (KY.5.NBT.1)</li> <li>3. Explain patterns in the placement of the decimal point when a number is multiplied or divided by a power of 10 (KY.5.NBT.2)</li> <li>4. Fluently multiply multi-digit whole numbers for products within 1000 (KY.5.NBT.5)</li> <li>5. Add and subtract fractions with unlike denominators when only one denominator must be converted and denominators are 2, 3, 4, 6 8, and 10 (KY.5.NF.1)</li> <li>6. Solve word problems involving addition and subtraction of fractions, including unlike denominators where one is the least common denominator of the other, use benchmark fractions and number sense to estimate, use denominators of 2, 3, 4, 6, 8, and 10 (KY.5.NF.2)</li> </ol>

	<p>7. Interpret fractions as division of the numerator by the denominator and solve word problems with solutions that are fractions or mixed numbers, use denominators of 2, 3, 4, 6, 8, and 10 ( (KY.5.NF.3)</p> <p>8. Generate two real-world numerical patterns using given rules, generate a rule for a growing pattern and identify the relationship between the terms, and use tables, ordered pairs, and graphs to represent relationships (KY.5.OA.3)</p> <p>9. Gather numerical and categorical data and choose an appropriate data display, make observations to answer questions using the display (KY.5.MD.2)</p> <p>10. Use two perpendicular number lines to define a coordinate system and an ordered pair in quadrant I, (KY.5.G.1)</p>
<b>Distinguished</b>	<p><i>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified math skills/concepts. The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by:</i></p> <ul style="list-style-type: none"> <li>• analyzing to solve real-world problems (e.g., evaluating word problems to add, subtract, or multiply fractions with unlike denominators and solve; applying information in a word problem to a function table to determine an unknown value; expressing the results as ordered pairs and graphing on the coordinate plane; analyzing data and selecting an appropriate display to communicate numerical and categorical data; evaluating data to answer questions; using point of origin to answer questions; etc.)</li> <li>• solving real world problems that represent a variety of contexts and environments</li> <li>• solving problems that require analyzing or reflecting on the problem (e.g., explaining how changes in denominators affect unit fractions or parts of a whole; solving a multiplication problem using fractions represented by manipulatives; completing a function table and explaining how to graph the ordered pairs; explaining the significance of the x and y coordinates of an ordered pair; using place value including decimals; evaluating expressions to solve multi-step problems, etc.)</li> </ul>
<b>Proficient</b>	<p>The student demonstrates an independent and accurate understanding of the specified math skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by:</p> <ul style="list-style-type: none"> <li>• applying mathematical skills to solve a real-world problem (e.g., solving word problems by adding, subtracting or multiplying fractions with unlike denominators; using information in a word problem and applying it to a function table to determine an unknown value; showing the results as ordered pairs and graphing on the coordinate plane; using order of operations to solve a limited multi-step problem; selecting an appropriate display to communicate data; using data to answer questions; etc.)</li> <li>• solving real world problems that represent a variety of contexts and environments</li> <li>• using relevant details (e.g., using place value including decimals; using fractions provided; using x- and y-coordinates; using graphs and data displays, demonstrating an understanding of perpendicular lines as</li> </ul>

	<p>axes, finding the least common denominator; using point of origin to answer questions; etc.)</p> <ul style="list-style-type: none"> <li>• using math vocabulary (e.g., place value, symbols, coordinate plane, ordered pair, graphs, coordinate planes, pictographs, and dot plots, perpendicular lines, axis, etc.)</li> </ul>
<b>Apprentice</b>	<p>The student demonstrates basic understanding of the specified math skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks or environment by:</p> <ul style="list-style-type: none"> <li>• answering mathematical questions (e.g., solving a written math problem; matching an ordered pair to its representation on a graph; converting one fraction to add or subtract fractions;; extending a pattern; identifying point of origin, using place value to answer questions, etc.)</li> <li>• using relevant details (e.g., using order of operations to solve a 2-step problem; using fractions provided; using x- and y-coordinates; using graphs and data displays, etc.)</li> <li>• using math vocabulary (e.g., place value, symbols, coordinate plane, ordered pair, graphs, coordinate planes, pictographs, and dot plots, perpendicular lines etc.)</li> </ul>
<b>Novice</b>	<p>The student demonstrates little or no understanding of the math skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by:</p> <ul style="list-style-type: none"> <li>• inaccurately answers mathematical questions (e.g., solving a written math problem; matching an ordered pair to its representation on a graph; converting one fraction to add or subtract fractions; extending a pattern, etc.)</li> <li>• inaccurate use of details (e.g., using place value; using fractions provided; using x- and y-coordinates; using graphs and data displays, etc.)</li> <li>• inaccurate or no use of math vocabulary (e.g., place value, symbols, coordinate plane, ordered pair, graphs, coordinate planes, pictographs, and dot plots, perpendicular lines, etc.)</li> </ul>

## Social Studies

Performance Level	DESCRIPTOR
<b>Social Studies Skills/Concepts</b>	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of social studies instruction remains consistent with the <a href="#">purposes and practices outlined in the KSA documents</a>. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the <a href="#">AKSA Targets documents</a>; found by content and grade level on the KDE website. Specified social studies skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"> <li>1. Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship (KY.5.C.RR.1)</li> </ol>

	<p>2. Analyze the structure of the U.S. government, including separation of power and its system of checks and balances (5.C.CP.2)</p> <p>3. Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples. (5.C.PR.1)</p> <p>4. Describe why the government collects taxes and what goods and services it provides society. (5.E.MA.1)</p> <p>5. Explain the relationship between supply and demand. (5.E.MI.1)</p> <p>6. Use a variety of maps to explain the relationships between the location of places and regions and their human and environmental characteristics. (5.G.GR.1)</p> <p>7. Describe the traditions European immigrants, forced migrants from Africa, and American Indian groups, brought with them when they moved to and within the United States. (5.G.HI.1)</p> <p>8. Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments. (5.G.HE.1)</p> <p>9. Describe the impact of the Declaration of Independence and the Constitution on the development of the United States. (5.H.CH.1)</p> <p>10. Analyze the role conflict and collaboration played in the founding of the United States. (5.H.CO.1)</p>
<b>Distinguished</b>	<p><i>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified social studies skills/concepts.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by:</p> <ul style="list-style-type: none"> <li>• using authentic social studies materials (e.g., grade/age-appropriate texts, nonfiction text, reference materials, technology, maps, magazines, newspapers, etc.)</li> <li>• applying social studies skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information</li> <li>• solving problems that require analyzing or reflecting on the task (e.g., comparing the cultures of settlers and American Indians; explaining reasons for forced and voluntary migrations; explaining the duties of the branches of the U.S. government and the balance of power; using maps to determine human and geographic characteristics; etc.)</li> </ul>
<b>Proficient</b>	<p>The student demonstrates an independent and accurate understanding of the specified social studies skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by:</p> <ul style="list-style-type: none"> <li>• using authentic social studies materials (e.g., grade/age-appropriate texts, nonfiction text, reference materials, technology, maps, magazines, newspapers, etc.)</li> <li>• applying social studies skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information</li> <li>• using relevant details to find answers (e.g., descriptions, sentence meaning, map keys, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• using social studies vocabulary (e.g., American Indians, settlers, conflict, compromise, cooperation, executive branch, legislative branch, judicial branch, representatives, senators, culture, migration; etc.)</li> </ul>
<b>Apprentice</b>	<p>The student demonstrates basic understanding of the specified social studies skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and can apply the skills/concepts to a few authentic tasks, materials, and/or environments by:</p> <ul style="list-style-type: none"> <li>• answering social studies questions (e.g., matching word to meaning; identifying branches of government; identifying cities on a map; etc.)</li> <li>• using relevant details (e.g., descriptions, sentence meaning, map keys, symbols, etc.)</li> <li>• using social studies vocabulary (e.g., American Indians, settlers, conflict, compromise, cooperation, executive branch, legislative branch, judicial branch, representatives, senators, culture, migration; etc.)</li> </ul>
<b>Novice</b>	<p>The student demonstrates little or no understanding of the social studies skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by:</p> <ul style="list-style-type: none"> <li>• inaccurately answering social studies questions</li> <li>• inaccurately using details (e.g., descriptions, sentence meaning, map keys, symbols, etc.)</li> <li>• inaccurate or no use of social studies vocabulary (e.g., American Indians, settlers, conflict, compromise, cooperation, executive branch, legislative branch, judicial branch, representatives, senators, culture, migration; etc.)</li> </ul>

## Editing and Mechanics

Performance Level	DESCRIPTOR
<b>Writing Skills/Concepts</b>	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of writing instruction remains consistent with the <a href="#">purposes and practices outlined in the KSA documents</a>. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the <a href="#">AKSA Targets documents</a>; found by content and grade level on the KDE website. Specified writing skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"> <li>1. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> <li>a. Explain the function of conjunctions and prepositions in a grade-level text.</li> <li>b. Use the perfect verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states and conditions.</li> <li>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. (L.5.1)</li> </ol> </li> </ol>

	<p>2. When writing:</p> <ol style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>d. Use quotation marks or italics to indicate titles of works. (L.5.2)</li> </ol> <p>3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> <li>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. (L.5.3)</li> </ol> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. (L.5.4)</li> </ol> <p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms.</li> <li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms. (L.5.5)</li> </ol>
<b>Distinguished</b>	<p><i>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified writing skills/concepts.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task with analysis and reflection by:</p> <ul style="list-style-type: none"> <li>• applying writing skills/concepts to answer questions and locate information</li> <li>• analyzing or reflecting on writing stimuli (e.g., analyzing what components are necessary to write about a topic; examining sentences to combine or reduce them as needed; analyzing sentences to determine appropriate use of punctuation, conjunctions, and verb tense; analyzing sentences to ensure best word choice [including idioms and specific content words]; constructing complete sentences; properly titling a work; utilizing a word’s antonym or synonym to convey meaning, etc.)</li> </ul>
<b>Proficient</b>	<p>The student demonstrates an independent and accurate understanding of the specified writing skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task by:</p> <ul style="list-style-type: none"> <li>• applying writing skills/concepts to answer questions and locate information</li> <li>• applying writing skills across stimuli (e.g., combining or reducing sentences as needed; using punctuation, conjunctions, and verb tenses; using idioms and specific content words; crafting complete sentences; titling a work; using a word’s antonym or synonym to convey meaning, etc.)</li> </ul>



<b>Apprentice</b>	The student demonstrates basic understanding of the specified writing skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to apply limited skills/concepts to an authentic task by: <ul style="list-style-type: none"> <li>• using writing skills across stimuli (e.g., combining sentences; using punctuation and conjunctions; using idioms and content words; identifying complete sentences; selecting the title of a work; identifying a word's synonym, etc.)</li> </ul>
<b>Novice</b>	The student demonstrates little or no understanding of the writing skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by: <ul style="list-style-type: none"> <li>• inaccurate or no use of writing skills across stimuli (e.g., combining sentences; using punctuation and conjunctions; using idioms and content words; identifying complete sentences; selecting the title of a work; identifying a word's synonym, etc.)</li> </ul>

### On-Demand Writing

Performance Level	DESCRIPTOR
<b>Writing Skills/Concepts</b>	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of writing instruction remains consistent with the <a href="#">purposes and practices outlined in the KSA documents</a>. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the <a href="#">AKSA Targets documents</a>; found by content and grade level on the KDE website. Specified writing skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"> <li>1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.</li> </ol> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. 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.</li> <li>c. Provide logically ordered reasons that are supported by facts and details.</li> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding section.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (5.C.1)</li> </ol>

<b>Distinguished</b>	<p>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified writing skills/concepts. The student demonstrates an understanding of the skills/concepts used to compose an opinion piece that is clear and coherent and demonstrates development and organization in which ideas are logically grouped and appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>The student applies writing skills/concepts to answer questions that represent a variety of contexts (e.g., analyzing purpose and audience of given scenario; introducing a topic or text clearly; analyzing information to be paraphrased; supporting a claim by logically ordered reasons that are backed by facts and details; incorporating grade-appropriate transitions; effectively and appropriately incorporating the use of English conventions and tenses; providing a concluding section).</li> </ul>
<b>Proficient</b>	<p>The student demonstrates an independent and accurate understanding of the specified writing skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates an understanding of the skills/concepts used to compose an opinion piece that is clear and coherent and demonstrates development and organization in which ideas are logically grouped and appropriate to task, purpose and audience.</p> <ul style="list-style-type: none"> <li>The student uses writing skills/concepts to answer questions that represent a variety of contexts (e.g., identifying purpose and audience of given scenario; introducing a topic or text clearly; paraphrasing information; supporting a claim by logically ordered reasons that are backed by facts or details; using grade-appropriate transitions; using correct English conventions and tenses; providing a concluding section).</li> </ul>
<b>Apprentice</b>	<p>The student demonstrates basic understanding of the specified writing skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to recognize some of the skills/concepts used to compose an opinion piece with limited development and organization appropriate to task, purpose and audience.</p> <ul style="list-style-type: none"> <li>The student answers questions related to writing skills/concepts (e.g., identifying purpose, choosing an organization structure, introducing a topic, identifying details, editing and revising sentences, providing a conclusion, etc.)</li> </ul>
<b>Novice</b>	<p>The student demonstrates little or no understanding of the writing skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by:</p> <ul style="list-style-type: none"> <li>inaccurate or no response to questions related to writing skills/concepts (e.g., identifying purpose, choosing an organization structure, introducing a topic, identifying details, editing and revising sentences, providing a conclusion, etc.)</li> </ul>