



Kentucky Summative Assessment (KSA) Performance Level Descriptors (PLDs) Grade 5

Reading – Grade 5

Distinguished

A student performing at the Distinguished performance level for grade 5 Reading consistently reads closely, using quotes as well as explicit and implicit evidence from the text, to explain what the text says and to analyze how the theme or central ideas are reflected in the text. The student skillfully, over the course of a variety of texts and using specific details or information, compares/contrasts literary story elements to analyze their interaction and explains the relationships or interactions between text elements. The student skillfully analyzes and explains the overall structure of the text(s), including comparing/contrasting events, ideas, concepts and information in the text(s). The student consistently analyzes and describes how perspective influences how events and topics are described and how visual elements contribute to the text. The student consistently determines the meaning of words and phrases, including how they shape meaning. The student routinely demonstrates the ability to compare texts that share the same genre and topic.

Proficient

A student performing at the Proficient performance level for grade 5 Reading often reads closely, using quotes as well as explicit and implicit evidence from the text, to explain what the text says and to analyze how the theme or central ideas are reflected in the text. The student accurately, over the course of a variety of texts and using specific details or information, compares/contrasts literary story elements to analyze their interaction and explains the relationships or interactions between text elements. The student often analyzes and explains the overall structure of the text(s), including comparing/contrasting events, ideas, concepts and information in the text(s). The student effectively analyzes and describes how perspective influences how events and topics are described and how visual elements contribute to the text. The student often determines the meaning of words and phrases, including how they shape meaning. The student usually demonstrates the ability to compare texts that share the same genre and topic.

Apprentice

A student performing at the Apprentice performance level for grade 5 Reading sometimes reads closely, using quotes as well as explicit and implicit evidence from the text, to explain what the text says and to analyze how the theme or central ideas are reflected in the text. The student, over the course of a variety of texts and using specific details or information, attempts to compare/contrast literary story elements to analyze their interaction and explain the relationships or interactions between text elements. The student sometimes analyzes and explains the overall structure of the text(s), including comparing/contrasting events, ideas,

concepts and information in the text(s). The student attempts to analyze and describe how perspective influences how events and topics are described and how visual elements contribute to the text. The student usually determines the meaning of words and phrases, including how they shape meaning. The student sometimes demonstrates the ability to compare texts that share the same genre and topic.

Novice

A student performing at the Novice performance level for grade 5 Reading rarely reads closely, using quotes as well as explicit and implicit evidence from the text, to explain what the text says and to analyze how the theme or central ideas are reflected in the text. The student, over the course of a variety of texts and using specific details or information, demonstrates little ability to compare/contrast literary story elements to analyze their interaction and explain the relationships or interactions between text elements. The student demonstrates minimal ability to analyze and explain the overall structure of the text(s), including comparing/contrasting events, ideas, concepts, and information in the text(s). The student rarely analyzes and describes how perspective influences how events and topics are described and how visual elements contribute to the text. The student demonstrates limited ability to determine the meaning of words and phrases, including how they shape meaning. The student demonstrates minimal ability to compare texts that share the same genre and topic.

Mathematics – Grade 5

Distinguished

A student performing at the Distinguished performance level for grade 5 Mathematics consistently makes sense of quantities and their relationships in problem situations. The student routinely demonstrates the ability to flexibly choose among methods and strategies to solve contextual and mathematical problems, understand and explain their approaches and produce accurate answers efficiently. The student effectively interprets mathematical relationships. The student is adept at identifying key features and applying correspondences between multiple representations, such as fractions, decimals, and volume.

Proficient

A student performing at the Proficient performance level for grade 5 Mathematics often makes sense of quantities and their relationships in problem situations. The student usually demonstrates the ability to flexibly choose among methods and strategies to solve contextual and mathematical problems, understand and explain their approaches and produce accurate answers efficiently. The student generally interprets mathematical relationships. The student is adept at identifying key features and applying correspondences between multiple representations, such as fractions, decimals, and volume.

Apprentice

A student performing at the Apprentice performance level for grade 5 Mathematics attempts to make sense of quantities and their relationships in problem situations. The student sometimes demonstrates the ability to flexibly choose among methods and strategies to solve contextual and mathematical problems, understand and explain their approaches and produce accurate answers efficiently. The student interprets a few mathematical relationships. The

student attempts to identify key features and apply correspondences between multiple representations, such as fractions, decimals, and volume, but the results indicate a lack of clarity or a lack of consistency.

Novice

A student performing at the Novice performance level for grade 5 Mathematics displays little understanding of how to make sense of quantities and their relationships in problem situations. The student rarely demonstrates the ability to flexibly choose among methods and strategies to solve contextual and mathematical problems, understand and explain their approaches and produce accurate answers efficiently. The student interprets mathematical relationships ineffectively or inaccurately. The student minimally or inappropriately attempts to identify key features and apply correspondences between multiple representations, such as fractions, decimals, and volume.

Social Studies – Grade 5

Distinguished

A student performing at the Distinguished level has a comprehensive understanding of the concepts and practices described in the Kentucky Academic Standards for Social Studies, grades K–5. The student consistently demonstrates advanced insight into civics, economics, geography, and history in past and present-day local, state, national, and global settings. The student is adept in using inquiry practices.

Examples of the knowledge and skills expected of a student performing at the Distinguished level include the ability to:

1. Synthesize complex information about citizenship and/or government
2. Consistently apply micro- and macroeconomic concepts and analyze the impacts of economic choices
3. Apply geographic reasoning to analyze humans' interactions with each other and their environment
4. Critically evaluate factors that influenced historical events
5. Interpret and integrate evidence from multiple complex sources, such as primary and secondary texts, maps, graphs, tables, and images
6. Effectively make and support claims in response to compelling and supporting questions
7. Clearly and effectively communicate sophisticated explanations, arguments, and solutions to problems using reasoning, details, and relevant information

Proficient

A student performing at the Proficient level has a broad understanding of the concepts and practices described in the Kentucky Academic Standards for Social Studies, grades K–5. The student demonstrates appropriate insight into civics, economics, geography, and history in past and present-day local, state, national, and global settings. The student shows adequate skills

using inquiry practices.

Examples of the knowledge and skills expected of a student performing at the Proficient level include the ability to:

1. Analyze information about citizenship and/or government
2. Often apply micro- and macroeconomic concepts and analyze the impacts of economic choices
3. Use geographic reasoning to describe humans' interactions with each other and their environment
4. Analyze factors that influenced historical events
5. Interpret evidence from complex sources, such as primary and secondary texts, maps, graphs, tables, and images
6. Adequately make and support claims in response to compelling and supporting questions
7. Effectively communicate explanations, arguments, and solutions to problems using reasoning, details, and relevant information

Apprentice

A student performing at the Apprentice level has a basic understanding of the concepts and practices described in the Kentucky Academic Standards for Social Studies, grades K–5. The student sometimes demonstrates insight into civics, economics, geography, and history in past and present-day local, state, national, and global settings. The student has moderate skill using inquiry practices.

Examples of the knowledge and skills demonstrated by a student performing at the Apprentice level include the ability to:

1. Explain information about citizenship and/or government
2. Describe micro- and macroeconomic concepts and make economic choices
3. Explain basic geographic concepts and use basic geographic skills
4. Explain factors that influenced historical events
5. Use evidence from simple sources, such as secondary texts, maps, graphs, tables, and images
6. Make claims in response to compelling and supporting questions
7. Communicate explanations using reasoning, details, and relevant information

Novice

A student performing at the Novice level has a beginning understanding of the concepts and practices described in the Kentucky Academic Standards for Social Studies, grades K–5. The student occasionally demonstrates insight into civics, economics, geography, and history in past and present-day local, state, national, and global settings. The student has emerging skills using inquiry practices.

Examples of the knowledge and skills demonstrated by a student performing at the Novice level include the ability to:

1. Recall basic facts about citizenship and/or government
2. Recall simple economic concepts
3. Use basic geographic skills
4. Identify factors that influenced historical events
5. Locate basic information in simple sources, such as secondary texts and maps
6. Recognize claims in response to compelling and supporting questions
7. Communicate explanations without providing supporting details

Editing & Mechanics – Grade 5

Distinguished

A student performing at the Distinguished performance level for grade 5 Editing and Mechanics consistently demonstrates command of Standard English grammar, usage, and mechanics as well as an understanding of how language functions in various contexts such as when writing, speaking, reading or listening. The student is adept at determining or clarifying the meaning of grade-appropriate words and phrases and routinely demonstrates understanding of figurative language, word relationships and nuances.

Proficient

A student performing at the Proficient performance level for grade 5 Editing and Mechanics often demonstrates command of Standard English grammar, usage, and mechanics and an understanding of how language functions in various contexts such as when writing, speaking, reading or listening. The student usually determines or clarifies the meaning of grade-appropriate words and phrases and generally demonstrates an understanding of figurative language, word relationships and nuances.

Apprentice

A student performing at the Apprentice performance level for grade 5 Editing and Mechanics sometimes demonstrates command of Standard English grammar, usage, and mechanics and an understanding of how language functions in various contexts such as when writing, speaking, reading or listening. The student attempts to determine or clarify the meaning of grade-appropriate words and phrases and sometimes demonstrates an understanding of figurative language, word relationships and nuances.

Novice

A student performing at the Novice performance level for grade 5 Editing and Mechanics minimally or inappropriately demonstrates command of Standard English grammar, usage, and mechanics and an understanding of how language functions in various contexts such as when writing, speaking, reading or listening. The student rarely determines or clarifies the meaning of grade-appropriate words and phrases and demonstrates little understanding of figurative language, word relationships and nuances.

On-Demand Writing – Grade 5

Distinguished

A student performing at the distinguished performance level for grade 5 Writing skillfully composes an opinion piece using resources to support the student’s perspective with reasons and information. The student effectively demonstrates clarity and coherence by introducing and maintaining a clear, credible and coherent opinion and thoroughly addressing all demands of the prompt. The student thoroughly supports and strengthens the opinion with logical reasons, carefully selected explanations of reasons, and thoughtfully linked facts and details. The student accurately and skillfully uses a minimum of two provided sources to support the opinion, consistently and thoroughly citing evidence by quoting, summarizing, and/or paraphrasing facts and details. The student creates and maintains organization through sophisticated structure of a skillfully organized introduction, stated opinion, and logically ordered reasons supported by facts and details; consistent use of a variety of transitions that create a strong connection between the opinion, reasons, and evidence; and a thorough conclusion. The student consistently demonstrates use of language and conventions, including a sophisticated formal tone or voice, effective and varied word choice, skillful use of the conventions of Standard English, and few minor errors that do not interfere with understanding the writing.

Proficient

A student performing at the Proficient performance level for grade 5 Writing effectively composes an opinion piece using resources to support the student’s perspective with reasons and information. The student demonstrates some clarity and coherence by introducing and maintaining a clear and coherent opinion, addressing all demands of the prompt. The student supports the opinion with logical reasons and provides clear explanations of reasons using details and facts. The student accurately and effectively uses a minimum of two provided sources to support the opinion, including citing evidence by quoting, summarizing and/or paraphrasing facts and details. The student creates and maintains organization through clear structure; a logically organized introduction, a stated opinion; reasons logically ordered and supported by facts and details; use of effective transitions to connect opinions, reasons and evidence; and a logical conclusion. The student uses language and conventions, including an appropriate formal tone or voice, effective and appropriate word choice, effective use of conventions of Standard English, and minor errors that do not interfere with understanding the writing.

Apprentice

A student performing at the Apprentice performance level for grade 5 Writing attempts to compose an opinion piece using resources to support the student’s perspective with reasons and information. The student attempts clarity and coherence by stating a general opinion with

lapses of focus and addressing some demands of the prompt. The student attempts to support the opinion with reasons and provides vague and/or general explanation of reasons and supporting facts and details. The student uses a minimum of two provided sources to attempt to support the opinion and inconsistently cites evidence by attempting to quote, summarize, and/or paraphrase facts and details. The student attempts to create organization and structure but with some lapses or inappropriate inclusion of an introduction, stated opinion, reasons supported by facts and details, simple and infrequent use of transitions, and attempted conclusion. The student attempts to use language and conventions, including word choice and weak and/or lapses in appropriate tone or voice. The student makes frequent errors in the conventions of Standard English which interfere with understanding the writing.

Novice

A student performing at the Novice performance level for grade 5 Writing ineffectively composes an opinion piece using resources to support the student's perspective with reasons and information. The student is unable to demonstrate clarity and coherence due to an unclear opinion and missing many or all demands of the prompt. The student includes minimal or lack of purposeful support of the opinion, including incomplete, inaccurate, and/or irrelevant explanation of the reasons and minimal or unrelated facts and details to support the reasons. The student uses one or none of the provided sources or ineffectively uses a minimum of two provided sources. The student cites little or no evidence and little to no use of quoting, summarizing and/or paraphrasing of facts and details. The student includes minimal to no organization of overall structure and ineffectively organizes an opinion with reasons supported by facts and details. The student makes minimal or no attempt to use transitions to connect the opinion, reasons and evidence and provides a weak conclusion or no conclusion. The student is unable to use language and conventions effectively, including lacking or inappropriate formal tone or voice, simple or inappropriate word choice, and significant errors in the conventions of Standard English which interfere with understanding the writing.

Combined Writing Performance Level – Grade 5

		On Demand Writing			
		N	A	P	D
Editing and Mechanics	D	A	P	P	D
	P	A	A	P	D
	A	N	A	P	P
	N	N	A	A	P