

MI -Access Participation English Language Arts Assessment Grade 5 Performance Level Descriptors

Grade 5	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students who are emerging toward the performance standard , with or without assistance, are typically able to demonstrate a limited* ability to...	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students who attained the performance standard are typically able to independently* ...	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students who surpassed the performance standard are typically able to consistently** and independently* ...
Claim 1	Use <u>narrative text</u> to: 1) Answer a simple <i>who</i> , <i>what</i> , or <i>where</i> question; 2) Identify main idea (two-sentence text); 3) Identify what is same between two characters given a visual model; 4) Use pictures and/or words to indicate what happened first; 5) Identify who is speaking given choices. Use <u>informational text</u> to: 1) Answer a simple <i>who</i> , <i>what</i> , or <i>where</i> question; 2) Identify the topic (two-sentence text); 3) Identify what is same between two individuals (two-sentence text); 4) Identify a type of informational text; 5) Identify a picture that goes with a particular passage. Understand <u>vocabulary</u> : 1) Use cues to recognize meaning of a familiar word paired with a picture and/or object; 2) Identify a word with the same meaning as a target word in text.	Use <u>narrative text</u> to: 1) Answer a simple <i>who</i> , <i>what</i> , <i>where</i> , or <i>when</i> question; 2) Identify main idea (two-sentence text); 3) Identify what is same between two characters given a visual model; 4) Use pictures and/or words to indicate what happened first or last; 5) Identify who is telling the story/speaking given choices. Use <u>informational text</u> to: 1) Answer a simple <i>who</i> , <i>what</i> , <i>where</i> , or <i>when</i> question; 2) Identify the topic (two-sentence text); 3) Identify what is same between two individuals or locations (two-sentence text); 4) Identify a type of informational text; 5) Identify a picture or title that goes with a particular passage. Understand <u>vocabulary</u> : 1) Use cues to recognize meaning of a familiar word paired with a picture and/or object; 2) Identify a word with the same meaning as a target word in text.	Use <u>narrative text</u> to: 1) Answer simple <i>who</i> , <i>what</i> , <i>where</i> , or <i>when</i> questions; 2) Identify main idea (two-sentence texts); 3) Identify what is same between two or more characters given visual models; 4) Use pictures and/or words to indicate what happened first, middle, and last; 5) Identify who is telling the story/speaking. Use <u>informational text</u> to: 1) Answer simple <i>who</i> , <i>what</i> , <i>where</i> , or <i>when</i> questions; 2) Identify the topic (two-sentence texts); 3) Identify what is same between two or more individuals or locations (two- or more -sentence texts); 4) Identify types of informational text; 5) Identify pictures or titles that go with particular passages. Understand <u>vocabulary</u> : 1) Use cues to recognize meaning of familiar words paired with pictures and/or objects; 2) Identify words with the same meaning as a target word in texts.
Claim 2	Select a labeled picture that expresses an opinion about a given topic or text; Indicate that something happened after something else, while preparing to write/communicate about an event or personal experience.	Select a word or labeled picture that expresses an opinion about a given topic or text; Indicate when something happened (before or after) while preparing to write/communicate about an event or personal experience.	Select words or labeled pictures that express opinions about given topics or texts; Indicate when things happened (before, during, or after) while preparing to write/communicate about events or personal experiences.
Claim 3	Select one detail from information presented orally or through other media; Identify correct usage of singular/plural nouns when communicating; Identify the correct use of language to communicate effectively with familiar people.	Select one or more details from information presented orally or through other media; Identify correct usage of singular/plural nouns when communicating; Identify the correct use of language to communicate effectively with familiar people.	Select two or more details from information presented orally or through other media; Identify correct usage of singular/plural nouns and begin to identify correct usage of personal pronouns when communicating; Identify the correct use of language to communicate effectively with a variety of audiences.
Claim 4	Select a labeled picture that relates to a given topic; Choose a piece of information that is related to a given topic in preparation for a writing project.	Select one or more details from information presented orally or through other media; Identify correct usage of singular/plural nouns when communicating; Identify the correct use of language to communicate effectively with familiar people.	Select labeled pictures that relate to a given topic; Choose information that is related to a given topic in preparation for a writing project.
<p>*May include students using accommodations as determined by their Individualized Education Program, and communication mode appropriate for the student **Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better</p>			