

Washington Comprehensive Assessment Program

Performance Level Descriptors

Performance Level Descriptors give teachers, parents/guardians and students more information about a student's strengths and areas for improvement after taking our state assessments. Performance Level Descriptors are broken down by grade and by the score levels students can earn: Basic (Level 2), Proficient (Level 3) and Advanced (Level 4). There are no descriptors for Below Basic (Level 1).



Reading Performance Level Descriptors

Grade 5

Basic Reading Behavioral Characteristics

- Students tend to be reluctant readers, as they lack confidence and strategic reading skills.
- Students require explicit directions, concrete examples, and frequent prompting for meaningful interaction with the text.
- Students are often frustrated and easily distracted.
- Students tend to display disconnected thinking when making the text to self link.
- Students commonly skim the surface and demonstrate limited evidence of deep understanding and application.
- Students minimally read for pleasure and it is rarely a self-directed activity.

Basic Reading Skill Characteristics

- Students struggle to comprehend and analyze both literary and informational text.
- Students have difficulty identifying a theme/main idea and supporting details without scaffolding.
- Students often summarize simply by retelling.
- Students are inconsistent when making predictions and inferences.
- Students find locating evidence from the text to support predictions and inferences to be a challenge.
- Students will use context clues when attacking vocabulary; however, they frequently struggle to apply other vocabulary strategies.
- Students are capable of sequencing but need graphic organizers to accurately incorporate flashbacks.
- Students may have knowledge of textual features and literary elements, but are inconsistent and very literal in application.
- Students will generally provide only surface comparisons and need the support of scaffolding when comparing and contrasting.
- Students will frequently require several concrete examples to identify both cause and effect.
- Students may identify author's purpose from a list of choices, but have difficulty providing supporting details.
- Students struggle to move beyond the literal level when extending information beyond the text.

Reading Performance Level Descriptors

Grade 5

Proficient Reading Level Behavioral Characteristics

- Students perform at grade level.
- Students actively engage with the text while employing various reading strategies.
- Students are able to read and follow directions with consistency and understand the common language of assessment and literacy.
- Students will ask questions and make the connection between their personal background information and the text at hand.
- Students read for both information and pleasure and understand the concept of reading for different purposes.
- Students demonstrate proficiency over challenging content, including subject-matter knowledge.

Proficient Reading Skill Characteristics

- Students are able to comprehend and analyze both literary and informational text written on a fifth grade level.
- Students state main ideas/themes and are able to provide supporting details.
- Students consistently summarize a selection by providing details from the beginning, middle, and end of the passage; however they may struggle with expressing the summary in their own words.
- Students are capable of making predictions and providing information to support their answers.
- Students often make basic inferences while citing text-based evidence.
- Students readily use context clues to interpret vocabulary and are able to differentiate between multiple meanings.
- Students sequence three or more items and understand the use of flashbacks as a literary device.
- Students employ text features to gain meaning, but are just beginning to analyze literary elements with support from the text.
- Students are able to compare and contrast within and between texts.
- Students require minimal scaffolding to identify cause/effect and author's purpose.
- Students readily distinguish between fact and opinion and provide supporting text-based details.
- Students are able to extend information beyond the text to solve problems and make generalizations.

Reading Performance Level Descriptors

Grade 5

Advanced Reading Level Behavioral Characteristics

- Students consistently perform well above grade level.
- Students read fluently and are able to comprehend more complex and sophisticated material across a wide variety of genres.
- Students are highly motivated and self-directed.
- Students automatically apply several varied reading strategies, while interacting with both informational and literary text.
- Students persevere when analyzing new material, and they readily use the common language of assessment and literacy.
- Students read for a wide variety of purposes.
- Students are inquisitive and intuitively make the connection between their personal background information and the text at hand.
- Students easily transfer new concepts and skills to other content areas.

Advanced Reading Skill Characteristics

- Students are able to comprehend and analyze both literary and informational text written above grade level.
- Students easily generate main ideas and multiple themes while citing several supporting details.
- Students provide a more fluid, higher level summarization while discriminating between significant and insignificant details.
- Students regularly make inferences/predictions and provide text-based evidence to support their answers.
- Students interpret vocabulary with ease and are able to provide multiple meanings, synonyms, and antonyms.
- Students accurately accomplish sequencing with longer and more detailed texts.
- Students' analysis and thinking related to literary elements such as character, setting, and plot are supported across several genres.
- Students understand and apply information from text features with ease.
- Students' comparing/contrasting and cause/effect are accomplished with a higher level of sophistication within and between texts without the use of scaffolding.
- Students identify and analyze author's purpose with relevant text support.
- Students are able to extend and apply information beyond the text and make generalizations.