Grade 5 Proficiency Scale for Reading

Performance Standards and Reading Traits	Emerging: The student requires ongoing support. The student demonstrates a **beginning** understanding of the concepts and competencies relevant to the expected learning. "I don't get it yet, but I'm trying" "I am just getting started and learn best with help"	Developing: The student may require some support. The student demonstrates a **partial** understanding of the concepts and competencies relevant to the expected learning. "I'm starting to get it" "I get some of it. I am beginning to do more on my own"	Proficient: The student works independently. The student demonstrates a **solid** understanding of the concepts and competencies relevant to the expected learning "I get it." "I can do it on my own."	Extending: The student works independently and goes beyond curricular expectations. The student demonstrates a **sophisticated** understanding of the concepts and competencies relevant to the expected learning. "I go beyond what is expected of me" "I really get it and can teach others how to do it"
Snapshot	Student is attempting to access basic/beginning texts	Student is reading marginally below grade-level, 'just-right' texts	Student is reading a variety of grade-level texts and genres	Student is reading significantly beyond grade-level text
Skills/Strategies				
Text Features	-I can attempt to identify how text and visuals are displayed	-I can sometimes identify how text and visuals are displayed	-I can identify how text and visuals are displayed	-I can identify how text and visuals work together to create deeper meaning
Phonics/Morphology/ Word Structure	-I can attempt to use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) -I can attempt to use phonics and word structure to solve some words.	-I can sometimes use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) -I can use phonics and word structure to solve some complex words	-I can use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) -I can consistently use phonics and word structure to solve increasingly complex words	-I can use sophisticated word morphology to develop and expand word knowledge (roots, prefixes, suffixes) -I can use phonics and word structure to solve sophisticated and complex words
Reading Fluency	*For students reading below grade level continue to work on fluency skills.*		*In the grade 5 curriculum, fluency is no longer assessed in isolation and is implied, as the focus for students shifts to more complex reading for comprehension and developing literacy skills.*	
Self-Monitoring	*For students reading below grade level continue to work on self-monitoring skills.*		*In the grade 5 curriculum, self-monitoring is no longer assessed in isolation and is implied, as the focus for students shifts to more complex reading for comprehension and developing literacy skills.*	
Comprehend & Connect	*Comprehension is the ability to analyze and make meaning using reading/viewing strategies (predicting, questioning, connecting, visualizing, setting purpose, inferencing, drawing conclusions), a variety of sources, personal experiences and prior knowledge before, during and after reading.*			
Using Prior Knowledge	-I can attempt to use sources of information and/or prior knowledge to build understanding	-I can sometimes use sources of information and prior knowledge to build understanding	-I can use a variety of sources and prior knowledge to build understanding	-I can use a variety of sources and prior knowledge to deepen understanding
Previewing	-I can attempt to preview text prior to reading -I can attempt to consider different purposes for reading text	-I can sometimes preview text prior to reading -I can consider some different purposes for reading text	-I can preview text prior to reading -I can consider different purposes for reading text	-I can preview text prior to reading for a variety of reasons -I can set a variety of purposes for reading text
Predicting	-I can attempt to use my prior knowledge and the text to make predictions	-I can sometimes use my prior knowledge and the text to make predictions	-I can use my prior knowledge and the text to make logical predictions	-I can use my prior and the text knowledge to make sophisticated predictions
Visualizing	-I can attempt to create images in my mind as I read.	-I can sometimes create images in my mind as I read.	-I can consistently create images in my mind as I read.	- I can consistently create vivid, detailed images in my mind as I read.
Connecting	-I can attempt to use personal experience to connect to text	-I can sometimes use personal experience to connect to text and explain my understanding of self, community and world	-I can consistently use personal experience to connect to text and explain my understanding of self, community and world	-I can use deep and detailed personal experience and knowledge to make connections that I can explain
Questioning	-I can attempt to question the author's viewpoint and intent. -I can attempt to identify how differences in context, perspectives and voice influence meaning - I can attempt to use questioning to clarify and deepen meaning	-I can sometimes be curious about the author's viewpoint and intent. -I can sometimes identify how differences in context, perspectives and voice influence meaning -I can sometimes use questioning to clarify and deepen meaning	-I can begin to question the author's viewpoint and intent -I can identify how differences in context, perspectives and voice influence meaning - I can consistently use questioning to clarify and deepen meaning	-I can consistently question the author's viewpoint and intent -I can consistently identify how differences in context, perspectives and voice influence meaning - I can ask sophisticated questions that deepen and expand the meaning
Inferring	-I can attempt to use contextual clues and literary elements to infer and enhance the meaning of the text	-I can sometimes use contextual clues and literary elements to infer and enhance the meaning of the text	-I can use contextual clues and literary elements to infer and enhance the meaning of the text	- I can use contextual clues and literary elements to infer and enhance a deeper meaning of the text
Summarizing	-I can attempt to summarize text	-I can sometimes summarize text	-I can summarize text	-I can summarize succinctly, including important information
Literary Elements: Forms and Structures (narrative, report, exposition) characterization **Literary devices**: sensory detail (imagery) figurative language (metaphor, simile) **Genre**	-I can attempt to identify characterization -I can attempt to identify narrative structures -I can attempt to recognize and understand literary devices in text -I can attempt to identify genre of a text	-I can sometimes identify characterization -I can sometimes narrative structures -I can sometimes and understand literary devices in text -I can sometimes identify the genre of a text	-I can identify characterization -I can identify narrative structures -I can recognize and understand literary devices in text -I can consistently identify a genre of a text	-I can demonstrate a sophisticated understanding of characterization -I can demonstrate a sophisticated understanding of narrative structures -I can demonstrate a sophisticated understanding of literary devices in text -I can consistently the genre of a text and rationalize
Interpreting	-I can attempt to use the text to understand human nature, motivation and experience -I can attempt to use the text to strengthen a sense of personal/family/community identity -I can attempt to synthesize an idea -I can attempt to form a conclusion about a text -I can attempt to understand characterization (character development) -I can attempt to understand the function of a text	-I can sometimes use the text to understand human nature, motivation and experience -I can sometimes use the text to strengthen a sense of personal/family/community identity -I can sometimes synthesize ideas from sources to build understanding -I can sometimes form conclusions about a text -I can sometimes understand characterization (character development) -I can sometimes understand the function of a text	-I can use the text to understand human nature, motivation and experience -I can use the text to strengthen a sense of personal/family/community identity -I can synthesize ideas from a variety of sources to gain understanding -I can form conclusions about a text -I can understand characterization (character development) -I can understand the function of a text	-I can use the text to develop a sophisticated understanding of human nature, motivation and experience -I can use the text to strengthen a sophisticated sense of personal/family/community identity -I can synthesize sophisticated ideas from various sources to deepen meaning -I can form sophisticated conclusions about a text -I can understand sophisticated characterization (character development) -I can understand and rationalize functions of text
Ideas and Opinions	-I can attempt to express reactions and opinions about texts, supported with reasons	-I can sometimes express reactions and opinions about texts, supported with reasons	-I can express opinions about texts, supported with reasons and explanation	-I can express sophisticated reactions and opinions about texts, supported with reasons
Metacognition goal-setting, questioning, reflecting, self-evaluating	-I can attempt to show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating -I can attempt to self-monitor as I read	-I can sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating -I can sometimes self-monitor as I read	-I can show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating -I can consistently self-monitor as I read	-I can show an ongoing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating - I can consistently self-monitor as I read