Grade 5 Proficiency Scale for Reading

Performance Standards and Reading Traits	**Emerging:** 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:** 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:** 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:** Student works independently and goes deeper. 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 deeply get it; I can teach others"*
Snapshot	**Student is attempting to access basic/beginning texts (fiction and non-fiction)**	**Student is reading marginally below grade-level, but reads 'just-right' texts (fiction and non-fiction) with partial understanding.**	**Student is reading a variety of grade-level texts (fiction and non-fiction) with solid understanding.**	**Student is reading at or beyond grade-level with sophisticated comprehension. (fiction and non-fiction)**
Skills/Strategies	**I can…**	**I can…**	**I can…**	**I can…**
Text Features	• attempt to identify how text and visuals are displayed	• sometimes identify how text and visuals are displayed	• identify how text and visuals are displayed	• identify how text and visuals work together to create deeper meaning
Phonics/Morphology/ Word Structure	• attempt to use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) • attempt to use phonics and word structure to solve some words.	• sometimes use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) • use phonics and word structure to solve some complex words	• use word morphology to develop and expand word knowledge (roots, prefixes, suffixes) • consistently use phonics and word structure to solve increasingly complex words	• use sophisticated word morphology to develop and expand word knowledge (roots, prefixes, suffixes) • 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	• attempt to use sources of information and/or prior knowledge to build understanding	• sometimes use sources of information and prior knowledge to build understanding	• use a variety of sources and prior knowledge to build understanding	• use a variety of sources and prior knowledge to deepen understanding
Previewing	• attempt to preview text prior to reading • attempt to consider different purposes for reading text	• sometimes preview text prior to reading • consider some different purposes for reading text	• preview text prior to reading • consider different purposes for reading text	• preview text prior to reading for a variety of reasons • set a variety of purposes for reading text
Predicting	• attempt to use my prior knowledge and the text to make predictions	• sometimes use my prior knowledge and the text to make predictions	• use my prior knowledge and the text to make logical predictions	• use my prior and the text knowledge to make sophisticated predictions
Visualizing	• attempt to create images in my mind as I read.	• sometimes create images in my mind as I read.	• consistently create images in my mind as I read.	• consistently create vivid, detailed images in my mind as I read.
Connecting	• attempt to use personal experience to connect to text •	• sometimes use personal experience to connect to text and explain my understanding of self, community and world	• consistently use personal experience to connect to text and explain my understanding of self, community and world	• use deep and detailed personal experience and knowledge to make connections that explain
Questioning	• attempt to question the author's viewpoint and intent. • attempt to identify how differences in context, perspectives and voice influence meaning • attempt to use questioning to clarify and deepen meaning	• sometimes be curious about the author's viewpoint and intent. • sometimes identify how differences in context, perspectives and voice influence meaning • sometimes use questioning to clarify and deepen meaning	• begin to question the author's viewpoint and intent • identify how differences in context, perspectives and voice influence meaning • consistently use questioning to clarify and deepen meaning	• consistently question the author's viewpoint and intent • consistently identify how differences in context, perspectives and voice influence meaning • ask sophisticated questions that deepen and expand the meaning
Inferring	• attempt to use contextual clues and literary elements to infer and enhance the meaning of the text	• sometimes use contextual clues and literary elements to infer and enhance the meaning of the text	• use contextual clues and literary elements to infer and enhance the meaning of the text	• use contextual clues and literary elements to infer and enhance a deeper meaning of the text
Summarizing	• attempt to summarize text	• sometimes summarize text	• summarize text	• summarize succinctly, including important information
Literary Elements: Forms and Structures (narrative, report, exposition) characterization **Literary devices**: sensory detail (imagery) figurative language (metaphor, simile) **Genre**	• attempt to identify characterization • attempt to identify narrative structures • attempt to recognize and understand literary devices in text • attempt to identify genre of a text	• sometimes identify characterization • sometimes narrative structures • sometimes and understand literary devices in text • sometimes identify the genre of a text	• identify characterization • identify narrative structures • recognize and understand literary devices in text • consistently identify a genre of a text	• demonstrate a sophisticated understanding of characterization • demonstrate a sophisticated understanding of narrative structures • demonstrate a sophisticated understanding of literary devices in text • consistently the genre of a text and rationalize
Interpreting	• attempt to use the text to understand human nature, motivation and experience • attempt to use the text to strengthen a sense of personal/family/community identity • attempt to synthesize an idea • attempt to form a conclusion about a text • attempt to understand characterization (character development) • attempt to understand the function of a text	• sometimes use the text to understand human nature, motivation and experience • sometimes use the text to strengthen a sense of personal/family/community identity • sometimes synthesize ideas from sources to build understanding • sometimes form conclusions about a text • sometimes understand characterization (character development) • sometimes understand the function of a text	• use the text to understand human nature, motivation and experience • use the text to strengthen a sense of personal/family/community identity • synthesize ideas from a variety of sources to gain understanding • form conclusions about a text • understand characterization (character development) • understand the function of a text	• use the text to develop a sophisticated understanding of human nature, motivation and experience • use the text to strengthen a sophisticated sense of personal/family/community identity • synthesize sophisticated ideas from various sources to deepen meaning • form sophisticated conclusions about a text • understand sophisticated characterization (character development) • understand and rationalize functions of text
Ideas and Opinions	• attempt to express reactions and opinions about texts, supported with reasons	• sometimes express reactions and opinions about texts, supported with reasons	• express opinions about texts, supported with reasons and explanation	• express sophisticated reactions and opinions about texts, supported with reasons

Metacognition goal-setting, questioning, reflecting, self-evaluating	• attempt to show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • attempt to self-monitor as I read	• sometimes show awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • sometimes self-monitor as I read	• show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • consistently self-monitor as I read	• show an ongoing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating • consistently self-monitor as I read