Achievement Level Descriptors

for

Grade 5 English Language Arts

Achievement Levels and Achievement Level Descriptors

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia's content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner, Developing Learner, Proficient Learner,* and *Distinguished Learner.* The general meaning of each of the four levels is provided below:

Beginning Learners **do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need substantial academic support*** to be prepared for the next grade level or course and to be on track for college and career readiness*.*

Developing Learners **demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need additional academic support*** to ensure success in the next grade level or course and to be on track for college and career readiness*.*

Proficient Learners **demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are prepared*** for the next grade level or course and are on track for college and career readiness*.*

Distinguished Learners **demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are well prepared*** for the next grade level or course and are well prepared for college and career readiness*.*

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors** (ALDs). ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.

ALDs show a *progression of knowledge and skills* for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level *as well as all content and skills in any achievement levels that proceed his/her own, if any*. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		**Beginning Learners do not yet demonstrate proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for *college and career readiness.*	**Developing Learners demonstrate partial proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for *college and career readiness.*	**Proficient Learners demonstrate proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for *college and career readiness.*	**Distinguished Learners demonstrate advanced proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness.*
Range		A student who achieves at the **Beginning Learner** level tends to read and comprehend informational texts and literature that do not meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires substantial instructional support to improve reading skills.	A student who achieves at the **Developing Learner** level tends to read and comprehend informational texts and literature of low-to-moderate complexity and sometimes struggle to meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires some instructional support to enhance reading skills.	A student who achieves at the **Proficient Learner** level reads and comprehends informational texts and literature of moderate-to-high complexity and is meeting the demands of grade level texts that signal this student is on track for college and career readiness.	A student who achieves at the **Distinguished Learner** level reads and comprehends informational texts and literature of high complexity and is meeting and often exceeding the demands of grade level texts that clearly signal this student is on track for college and career readiness.
	5.RL.1	Explains what texts say explicitly.	Quotes from texts when explaining what texts say explicitly and when drawing basic inferences.	Quotes accurately from texts when explaining what texts say explicitly and when drawing inferences from texts.	Quotes accurately from texts when explaining what texts say explicitly and when drawing elaborate inferences from texts.
	5.RL.2	Identifies clearly expressed themes of stories, dramas, or poems.	Determines clearly expressed themes of stories, dramas, or poems from details in texts.	Determines themes of stories, dramas, or poems from details in texts, including how characters in stories or dramas respond to challenges or how	Determines subtle themes of stories, dramas, or poems from details in texts, including how characters in stories or dramas respond to challenges or how speakers in poems

				speakers in poems reflect upon topics, and summarizes texts.	reflect upon topics, and thoroughly summarizes texts, including the most important details.
	5.RL.3	Describes two or more characters, settings, or events in stories or dramas, drawing on basic and clearly stated details in texts.	Compares or contrasts two or more characters, settings, or events in stories or dramas, drawing on clearly expressed details in texts.	Compares and contrasts two or more characters, settings, or events in stories or dramas, drawing on specific details in texts (e.g., how characters interact).	Compares and contrasts, at an in-depth level, two or more characters, settings, or events in stories or dramas, drawing on specific and subtle details in texts (e.g., how characters interact).
	5.RL.4	Uses clearly stated details to determine the meanings of simple words and phrases as they are used in texts.	Uses clearly stated details to determine the meanings of words and phrases as they are used in texts, including figurative language such as metaphors and similes.	Determines the meanings of words and phrases as they are used in texts, including figurative language such as metaphors and similes.	Determines the meanings of sophisticated words and phrases as they are used in texts, including complex figurative language such as elaborate metaphors and similes.
	5.RL.5	Identifies how a limited series of chapters, scenes, or stanzas fits into the basic structure of particular stories, dramas, or poems.	Explains how a limited series of chapters, scenes, or stanzas fits into the basic structure of particular stories, dramas, or poems.	Explains how a series of chapters, scenes, or stanzas fits into the overall structure of particular stories, dramas, or poems.	Explains in-depth how a series of chapters, scenes, or stanzas fits into the overall structure of particular stories, dramas, or poems and describes the effect of structures on meanings of texts.
	5.RL.6	Identifies how narrators' or speakers' points of view influence events.	Describes how narrators' or speakers' points of view influence events.	Describes how narrators' or speakers' points of view influence how events are described.	Describes how narrators' or speakers' points of view influence how elaborate events are described.
	5.RL.7	Identifies how visual and multimedia elements contribute to meaning of texts.	Describes how visual and multimedia elements contribute to meaning of texts.	Analyzes how visual and multimedia elements contribute to meaning, tone, or beauty of texts (e.g., graphic novels, multimedia presentations of fiction, folktales, myths, poems).	Analyzes and critiques how visual and multimedia elements contribute to meaning, tone, or beauty of texts (e.g., graphic novels, multimedia presentations of fiction, folktales, myths, poems).
	5.RL.8	N/A	N/A	N/A	N/A

	5.RL.9	Compares and contrasts stories in the same genre.	Compares and contrasts stories in the same genre on their approaches to similar, clearly stated topics.	Compares and contrasts stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics.	Compares and contrasts stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar complex themes and topics.
	5.RI.1	Explains what the texts say explicitly.	Quotes from texts when explaining what texts say explicitly and when drawing basic inferences.	Quotes accurately from texts when explaining what texts say explicitly and when drawing inferences from texts.	Quotes accurately from texts when explaining what texts say explicitly and when drawing elaborate inferences from texts.
	5.RI.2	Identifies explicitly stated main ideas in texts and determines key details of texts.	Determines explicitly stated main ideas in texts and explains how these are supported by key details and provides simple summaries of texts.	Determines two or more main ideas of texts and explains how they are supported by key details and summarizes the texts.	Determines the relationship between two or more main ideas of texts and explains how they are supported by key details and summarizes the texts extensively.
	5.RI.3	Identifies the relationships or interactions between two individuals, events, ideas, or concepts in historical, scientific, or technical texts.	Describes the relationships or interactions between two individuals, events, ideas, or concepts in historical, scientific, or technical texts.	Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts based on specific information in the texts.	Analyzes the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts, using evidence from these texts to support the analysis.
	5.RI.4	Uses easily located, explicitly stated details to determine the meaning of familiar academic and domain-specific words or phrases in texts.	Uses explicitly stated details to determine the meaning of general academic and domain-specific words or phrases in texts.	Determines the meaning of general academic and domain-specific words or phrases in texts.	Determines the meaning of complicated academic and domain-specific words or phrases in texts.
	5.RI.5	Identifies the overall structure of events, ideas, concepts, or information in texts.	Explains the overall structure of events, ideas, concepts, or information in two or more texts.	Compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Compares and contrasts the overall structure of events, ideas, concepts, or information in two or more texts and describes how that structure contributes to the overall meaning of the texts.
	5.RI.6	Identifies the point of view in multiple accounts of the same event or topic.	Determines how multiple accounts of the same event or topic have similar points of view.	Analyzes multiple accounts of the same event or topic, noting important similarities and	Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the points of

				differences in the points of view they represent.	view they represent and using evidence from the texts to support these similarities and differences.
	5.RI.7	Identifies explicit information within print or digital sources in order to locate answers.	Uses information from print or digital sources to make simple inferences and demonstrates the ability to locate answers to questions or to solve problems.	Draws on information from multiple print or digital sources, demonstrating the ability to locate answers to questions quickly or to solve problems efficiently.	Draws on information from multiple print or digital sources, making elaborate inferences and demonstrating the ability to locate evidence from within the texts to answer a critical-thinking question or to solve a problem efficiently.
	5.RI.8	Identifies which reasons or evidence support points in texts.	Identifies how an author uses reasons and evidence to support particular points in texts.	Explains how an author uses reasons and evidence to support particular points in texts, identifying which reasons and evidence support which points.	Analyzes the strength of the reasons and evidence an author uses to support particular points in texts.
	5.RI.9	Identifies information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrates explicitly stated similarities from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Analyzes information from several texts on the same topic in order to write or speak knowledgeably, using complex inferences supported by textual evidence.
	5.W.1	Writes opinion pieces that show little or no organization: the introduction and conclusion are either missing or lack clarity, the reasons are irrelevant to the opinion or are not supported by facts and details, and the connections between the opinion and reasons are ineffective or are missing.	Writes opinion pieces that are loosely organized: the topic is introduced in the introduction and a concluding statement is provided, relevant and irrelevant reasons are provided to support the opinion, and the connections between the opinion and reasons lack clarity.	Writes opinion pieces that show clear organization: introduces the topic clearly; states an opinion; creates organizational structure in which ideas are logically grouped to support the writer's purpose; provides logically ordered reasons that are supported by facts and details; links the opinion and reasons using words, phrases, and clauses; and provides a concluding statement or	Writes engaging multiparagraph opinion pieces that show clear organization: effectively introduces the topic, provides reasons for the opinion that are effectively supported by facts and details, links opinions with appropriate words, and provides an effective concluding statement.

					section related to the opinion presented.
	5.W.2	Writes informative/explanatory pieces that show little or no organization: the introduction and conclusion are either missing or lack clarity, provides irrelevant or ineffective information to develop the topic, and lacks domain-specific vocabulary to explain the topic.	Writes informative/explanatory pieces that are loosely organized: introduces the topic; develops the topic with some facts, definitions, and details that may or may not be related to the topic; links ideas within categories of information using words and phrases that may or may not be related to the topic; uses domain-specific vocabulary in an attempt to explain the topic; and provides a concluding statement.	Writes informative/explanatory pieces that show clear organization: introduces the topic; develops the topic with facts, definitions, details, quotations, or other information and examples related to the topic; links ideas within and across categories of information; uses precise and domain-specific vocabulary to explain the topic; and provides a concluding statement related to the information presented.	Writes engaging multiparagraph informative/explanatory pieces that show clear organization: clearly and effectively introduces the topic; develops the topic with concrete facts, definitions, details, quotations, or other information and examples related to the topic; links ideas within and across categories of information using appropriate words; uses precise and domain-specific vocabulary efficiently; and provides an effective concluding statement related to the information presented.
	5.W.3	Writes narrative pieces that show little or no organization: shows little or no establishment of situations, narrators, and/or characters; lacks transition words used to manage the sequence of events; lacks concrete words, phrases, and sensory details to convey experiences and events precisely; and provides little sense of closure.	Writes narrative pieces that show loose organization: shows simple establishments of situations, narrators, and/or characters; provides some transition words to create the sequence of events; uses few concrete words, phrases, and sensory details to convey experiences and events precisely; and provides some sense of closure.	Writes narrative pieces that show clear organization: orients the reader by establishing a situation and introducing a narrator and/or characters; organizes the events in a sequence that unfold naturally; uses dialogue, description, and pacing to develop experiences and events or to show the responses of characters to situations; uses a variety of transitional words, phrases, and clauses to manage the sequence of events; uses concrete words, phrases, and sensory details to convey experiences and events	Writes engaging narrative pieces that show clear organization: shows effective establishment of situations, narrators and/or characters; organizes events in a sequence that unfolds naturally; uses transitional words effectively to manage the sequence of events; uses appropriate dialogue, descriptions, and pacing to develop the experiences and events or to show the responses of characters to different situations; uses effective concrete words, phrases, and sensory details to convey experiences and events

				precisely; and provides a conclusion.	precisely; and provides a strong sense of closure.
	5.W.4	Produces writing in which development and organization are inadequate to tasks, purposes, and audiences.	Produces writing in which development and organization are incomplete or inadequate to tasks, purposes, and audiences.	Produces clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.	Produces effective writing in which development and organization are complete and appropriate to tasks, purposes, and audiences.
	5.W.5	With guidance and support from adults, develops writing as needed by planning, revising, and editing.	With guidance and support from adults, develops writing as needed by planning, revising, editing, and rewriting.	With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, rewriting, editing, or trying new approaches.	With guidance and support from peers and adults, develops and strengthens writing to an advanced level by using strategic planning, concise revising, accurate editing and rewriting, and new approaches.
	5.W.6	With guidance and support from adults, uses technology to produce and publish writing.	With guidance and support from adults, uses technology, including the Internet, to produce and publish writing as well as to interact with others.	With guidance and support, uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrates sufficient command of keyboarding skills.	With minimal guidance and support, uses technology, including the Internet, to produce and publish various types of writing as well as to interact and collaborate with others and demonstrates strong keyboarding skills.
	5.W.7	Conducts some research using two sources to investigate a topic.	Conducts some research using several sources to investigate a topic.	Conducts short research projects using several sources to build knowledge through investigation of different aspects of a topic.	Conducts research projects using several sources to analyze information and provide textual evidence that supports different aspects of a topic.
	5.W.8-9	Recalls simple information from experiences and sources that may be irrelevant to the topic being researched.	Gathers some relevant information from sources in an attempt to support his/her research and summarizes some relevant information in notes.	Recalls relevant information from experiences or gathers relevant information from print and digital sources, summarizes or paraphrases information in notes and finished work, provides a list of sources, and draws information from literary or informational texts to	Makes inferences from print and digital sources that support his/her research, summarizes these inferences using textual evidence, provides a list of sources, and draws information from literary or informational texts as strong support for analysis, reflection, and research.

				support analysis, reflection, and research.	
	5.L.1	Attempts to demonstrate a basic understanding of the conventions of Standard English grammar and usage when writing or speaking: forms and uses the perfect verb tenses and uses correlative conjunctions (e.g., either/or, neither/nor).	Demonstrates an understanding of the conventions of Standard English grammar and usage when writing or speaking: understands the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses; uses verb tenses to convey various times, sequences, states, and conditions; recognizes inappropriate shifts in verb tenses; and uses correlative conjunctions (e.g., either/or, neither/nor).	Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses; uses verb tenses to convey various times, sequences, states, and conditions; recognizes and corrects inappropriate shifts in verb tenses; and uses correlative conjunctions (e.g., either/or, neither/nor).	Demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking: explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses; uses verb tenses to convey particular times, sequences, states, and conditions; recognizes and corrects inappropriate shifts in verb tenses; and uses correlative conjunctions (e.g., either/or, neither/nor).
	5.L.2	Attempts to demonstrate a basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses punctuation to separate items in a series and spells words correctly, consulting provided references as needed.	Demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses commas to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; and spells words correctly, consulting provided references as needed.	Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses commas to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; and spells words correctly, consulting provided references as needed.	Demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses commas to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; and spells words correctly, consulting provided references as needed.

	5.L.3	Uses basic knowledge of language and its conventions when writing, speaking, reading, or listening: expands and reduces sentences for meaning and compares the language used in stories, dramas, or poems.	Uses knowledge of language and its conventions when writing, speaking, reading, or listening: expands, combines, and reduces sentences for meaning and compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Uses knowledge of language and its conventions when writing, speaking, reading, or listening: expands, combines, and reduces sentences for meaning, reader/listener interest, and style and compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Consistently uses strong knowledge of language and its conventions when writing, speaking, reading, or listening: efficiently expands, combines, and reduces sentences for meaning, reader/listener interest, and style and constructively compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	5.L.4	Clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies; uses immediate context as a clue to the meaning of words or phrases; and consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine the meaning of key words and phrases.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses immediate context as a clue to the meaning of words or phrases; recognizes Greek and Latin affixes and roots; and consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of key words and phrases.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of words or phrases; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words; and consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of words or phrases; uses Greek and Latin affixes and roots as clues to the meaning of words; and consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	5.L.5	Recognizes simple figurative language, simple word relationships, and simple nuances in word meanings; recognizes simple similes and metaphors; recognizes simple idioms, adages, and proverbs; and understands that words	Demonstrates understanding of familiar figurative language, familiar word relationships, and familiar nuances in word meanings; interprets simple figurative language, including similes and metaphors, in context; recognizes common	Demonstrates understanding of figurative language, word relationships, and nuances in word meanings; interprets figurative language, including similes and metaphors, in context; recognizes and explains the meaning of	Demonstrates understanding of figurative language, sophisticated word relationships, and slight nuances in word meanings; interprets advanced figurative language, including similes and metaphors, in context;

		have direct opposites (antonyms) and some words have similar but not identical meanings (synonyms).	idioms, adages, and proverbs; and uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	common idioms, adages, and proverbs; and uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	recognizes and describes the meaning of idioms, adages, and proverbs; and uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	5.L.6	Uses grade-appropriate general academic words and phrases that signal a contrast.	Uses grade-appropriate general and domain-specific words and phrases that signal a contrast or addition.	Acquires and uses accurate grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Acquires and uses complex academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.