

Benchmark Achievement Level Descriptors

Overview and Purpose

The development of Achievement Level Descriptors (ALDs) is a critical step in communicating student performance in terms of levels or categories of performance on any standardized assessment. For Minnesota Comprehensive Assessments (MCAs), ALDs are developed in collaboration with educators during the first year of full implementation. The ALDs provide a description of grade-level student performance on MCAs for each of the achievement levels of Exceeds the Standards, Meets the Standards, Partially Meets the Standards, and Does Not Meet the Standards. These statements are included on a student's MCA score report to aid families in score interpretation. More detail regarding the development of the [MCA Achievement Level Descriptors](#) is on [Testing 1, 2, 3](#).

Over the years, educators have requested more specific descriptions of the knowledge, skills and abilities of students who typically score in each of the different MCA achievement levels beyond what the traditional ALDs offer. In response to this need, Minnesota Department of Education (MDE) staff collaborated to outline more specific descriptions, the Benchmark ALDs for Mathematics and Reading. The purpose of Benchmark ALDs is to

1. promote equity for all students across the state by clarifying expected learning outcomes for instruction and local assessment of Minnesota Academic Standards in Reading and Mathematics; and
2. support teachers' analysis of the depth of their curriculum, instruction and classroom assessments.

The Mathematics and Reading Benchmark ALDs were developed by

- reviewing test questions and test data for all operational MCA III questions, in many cases 800–1,000 questions per grade;
- grouping items within each benchmark based on student performance on the items relative to their overall performance on the MCAs; and
- reviewing the achievement level groupings of questions within each benchmark for commonalities in the skills, understanding and context needed to correctly answer the items. Each Benchmark ALD describes some of the skills typically demonstrated by students whose overall performance on the MCAs is at that achievement level. These skills are in addition to the descriptions at the lower achievement levels.

Released Examples

Where possible, released examples that illustrate skills described in the benchmark and achievement level are listed in the document. To view examples, click on “Released Example” in the Benchmark ALD tables or go to the [Minnesota Question Tool](https://public.education.mn.gov/nqt/) (https://public.education.mn.gov/nqt/). Once at the Minnesota Question Tool (MQT) site, you can enter or copy and paste the released example identification number into the “Search by Question ID” field. Note that within the MQT you can find additional questions that are aligned to the academic standards but are not specifically listed in the Benchmark ALD tables.

Example items are not currently available for all benchmarks and achievement levels in the Benchmark ALD tables. MDE will update the document as more released examples become available.

Training Module

Watch the training module to learn how to use the Benchmark ALDs to evaluate the rigor of classroom assessments and instructional materials: <https://testing123.education.mn.gov/test/plan/success/>.

This module will help educators understand how the Benchmark ALDs can be used to facilitate the learning outcomes defined in the Minnesota K–12 Academic Standards in Mathematics and Reading and to evaluate the rigor of classroom assessment and instruction.

Reading-Specific Background

On the MCA, readers are tasked to use skills to comprehend texts characterized by increasing levels of sophistication, nuance and abstraction within and across grades. As such, the measurement of reading comprehension is closely connected to different levels of text complexity with varying degrees of explicit and implicit textual evidence. Explicit textual evidence is stated directly or literally; readers are not required to make inferences and judgments based on nonliteral text in order to arrive at meaning. Implicit textual evidence requires readers to make inferences and judgments based on nonliteral text to arrive at meaning. As text complexity levels and more sophisticated implicit textual evidence increase, comprehension skills become more granular and challenging.

Generally, students who score in the Does Not Meet or Partially Meets achievement categories may successfully comprehend either portions of or entire texts that range from low to moderate levels of complexity. Students who score in the Meets or Exceeds categories can also comprehend portions of or entire texts from a wider range of text complexity, including high levels.

The concepts of text complexity, text-based comprehension questions and students’ ability to correctly answer such questions interact in various ways. For example, it is difficult to ask cognitively challenging questions about a low complexity text. However, if a higher complexity text contains

direct or literal language and context (explicit text), some less complicated questions can be asked. Students who score in the Does Not Meet or Partially Meets categories may be able to correctly answer some questions about less complex text and less complicated questions about more challenging text. Students who score in the Meets or Exceeds categories may be able to correctly answer many questions about text from all text complexity levels.

More information about text complexity is available in [Minnesota K-12 Academic Standards in English Language Arts \(2010\)](#), pages 45 and 46 (grades K–5) and pages 78 and 79 (grades 6–12).

Grade 5 Reading Benchmark Achievement Level Descriptors

Key Ideas and Details: Standards 1, 2, and 3

Standard 1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Citing Textual Evidence: Locate textual evidence in explicit text. Relevant Details: Recall details from text. Cause/Effect Relationships: Identify a cause or an effect in explicit text.	Citing Textual Evidence: Use textual evidence from text to make meaning. Use explicit textual evidence to make logical conclusions. Relevant Details: Identify key details related to text.	Citing Textual Evidence: Use implicit textual evidence to justify interpretations of meaning. Use implicit textual evidence to quote accurately and make logical conclusions.	Citing Textual Evidence: Draw logical conclusions from abstract textual evidence. Relevant Details: Identify specific details to support conclusions from text and draw logical conclusions from text.

<p>Benchmark</p>	<p>Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.</p>	<p>Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.</p>	<p>Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.</p>	<p>Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.</p>
<p>Literature 5.1.1.1 (continued) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Inference: Make simple predictions and general comparisons based on explicit text. Fact and Opinion: Identify obvious fact and opinion in explicit text.</p>	<p>Cause/Effect Relationships: Locate cause and effect. Inference: Use explicit text evidence to make logical conclusions. Make simple comparisons based on implicit text. Fact and Opinion: Identify fact and opinion.</p>	<p>Relevant Details: Identify relevant details that support conclusions from text. Cause/Effect Relationships: Use text evidence to understand cause/effect relationships. Inference: Make complex inferences based on implicit text. Make comparisons and state contrasts based on text. Make generalizations and predictions based on text. Fact and Opinion: Distinguish fact from opinion in explicit text. Released Examples: 450639, 450642</p>	<p>Cause/Effect Relationships: Analyze cause/effect relationships. Inference: Generalize and make sophisticated predictions; make complex inferences based on implicit text. Fact and Opinion: Distinguish fact from opinion in a variety of implicit texts.</p>

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Informational Text 5.2.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Citing Textual Evidence: Locate textual evidence in explicit text.</p> <p>Relevant Details: Recall details in a text.</p> <p>Cause/Effect Relationships: Identify a cause or effect.</p> <p>Inference: Make simple predictions/general comparisons based on explicit text.</p> <p>Fact and Opinion: Identify obvious fact and opinion.</p> <p>Released Example: 156146</p>	<p>Citing Textual Evidence: Use textual evidence from text to make meaning. Use explicit textual evidence to make logical conclusions.</p> <p>Relevant Details: Identify key details.</p> <p>Cause/Effect Relationships: Locate cause and effect.</p> <p>Inference: Use explicit text evidence to make logical conclusions. Make simple comparisons based on implicit text.</p>	<p>Citing Textual Evidence: Use textual evidence from text to justify interpretations of meaning. Use implicit textual evidence to quote accurately and make logical conclusions.</p> <p>Relevant Details: Identify relevant details that support conclusions from text.</p> <p>Cause/Effect Relationships: Use text evidence to analyze cause/effect relationships.</p>	<p>Citing Textual Evidence: Draw logical conclusions from abstract textual evidence.</p> <p>Relevant Details: Identify relevant details to support conclusions from the text.</p> <p>Cause/Effect Relationships: Analyze cause/effect relationships using text evidence.</p> <p>Inference: Generalize and make sophisticated predictions; make complex inferences based on implicit text.</p>

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Informational Text 5.2.1.1 (continued) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		Fact and Opinion: Identify fact and opinion. Released Example: 156143	Inference: Make inferences based on implicit text and compare and contrast in implicit text. Make generalizations and predictions. Use text evidence to quote accurately and make logical conclusions. Fact and Opinion: Distinguish fact from opinion in explicit text. Released Example: 450598	Fact and Opinion: Distinguish fact from opinion in a variety of implicit texts. Released Example: 450751

Standard 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 5.1.2.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Theme: Identify directly stated theme in explicit text. Central Idea: Locate the central idea of an entire text (explicit). Summary: Retell basic events of explicit text. Main Idea: Locate explicit main idea from a section of explicit text or text as a whole.	Theme: Identify theme within explicit text. Central Idea: State the central idea of an entire text (explicit). Summary: Retell basic events from explicit and implicit text. Main Idea: State a main idea and a topic from a section of explicit text or text as a whole.	Theme: Distinguish a theme within implicit text. Central Idea: Determine the implicit central idea of an entire text or section. Summary: Summarize from a section of text or text as a whole. Main Idea: Summarize a main idea and a topic from a section of implicit text or text as a whole.	Theme: Analyze a theme among a variety of texts. Central Idea: Analyze the central idea of an entire text across text types. Summary: Summarize and/or paraphrase text from a section of text or text as a whole (e.g., main idea, similarities/differences among ideas, plot, theme).

<p>Benchmark</p>	<p>Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.</p>	<p>Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.</p>	<p>Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.</p>	<p>Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.</p>
<p>Literature 5.1.2.2 (continued) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>Key Supporting Details: Identify specific details related to a text; may support central idea and theme.</p>	<p>Key Supporting Details: Identify key details related to text; may also support central idea and theme.</p>	<p>Key Supporting Details: Use evidence from text to justify interpretations of meaning; may also support central idea and theme.</p>	<p>Main Idea: Analyze the author’s message in relation to a main idea from a section of text, text as a whole, and across texts.</p> <p>Key Supporting Details: Analyze relevant details to support conclusions from the text.</p> <p>Released Example: 450646</p>

<p>Benchmark</p>	<p>Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.</p>	<p>Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.</p>	<p>Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.</p>	<p>Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.</p>
<p>Informational Text 5.2.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Central Idea: Locate central idea of entire text (explicit). Summary: Retell basic events of explicit text. Main Idea: Locate explicit main idea from a section of explicit text or text as a whole. Key Supporting Details: Identify specific details; may also support central idea and theme.</p>	<p>Central Idea: State the central idea of entire text (explicit). Summary: Retell basic events from explicit and implicit text. Main Idea: State main idea and topic from a section of explicit text or text as a whole. Key Supporting Details: Identify key details related to text; may also support central idea and theme.</p>	<p>Central Idea: State the central idea of entire text (implicit). Summary: Summarize from a section of text or text as a whole. Sequence steps in a process. Main Idea: Summarize main ideas and topics from a section of text or text as a whole. Key Supporting Details: Use evidence from text to justify interpretations of meaning; may also support central idea and theme. Released Example: 450753</p>	<p>Central idea: Analyze the central idea of an entire text across text types (implicit). Summary: Summarize from a section of text, text as a whole, and across texts. Sequence steps in a process. Main Idea: Analyze two or more main ideas from a section of text, text as a whole, and across texts. Key Supporting Details: Identify specific details to support conclusions from text; may also support central idea and theme. Released Example: 450600</p>

Standard 3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 5.1.3.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Literary Elements: Identify literary elements (e.g., plot, characterization, theme). Literary Terms: Identify literary terms (e.g., protagonist, antagonist). Characterization: Identify basic character traits.	Literary Elements: Identify literary elements (e.g., plot, characterization, theme). Understand literary elements in relation to one another (e.g., how setting impacts conflict, how sequence of events shapes resolution, how setting and plot create mood).	Literary Elements: Distinguish among literary elements (e.g., plot, characterization, theme). Characterization: Differentiate methods of characterization (e.g., dialogue, appearance, behavior, impact of setting, prediction of future actions, motivations, actions, dialogue/speech).	Literary Elements: Analyze literary elements; also in relation to one another; analyze point of view. Characterization: Analyze methods of characterization; compare and contrast individuals and ideas based on implicit text.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
<p>Literature 5.1.3.3 (continued) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Motivation: Identify basic character motivations (actions, speech, thoughts).</p>	<p>Literary Terms: Identify literary terms (e.g., protagonist, antagonist). Characterization: Identify methods of characterization (e.g., thoughts, actions, dialogue/speech) in explicit text. Motivation: Identify character motivations in implicit text. Released Example: 450643</p>	<p>Literary Terms: Define meaning of literary terms (e.g., protagonist, antagonist). Motivation: Differentiate character motivations.</p>	<p>Literary Terms: Analyze meaning of literary terms (e.g., protagonist, antagonist). Motivation: Analyze methods of showing character motivation. Released Example: 450645</p>

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Informational Text 5.2.3.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<p>Sequence of Events: Identify basic linear sequences of events.</p> <p>Motivation: Identify basic motivations (actions, speech, thoughts).</p> <p>Cause and Effect Relationships: Locate cause and effect relationships. Identify the impact of an individual, an event, an idea, or a concept.</p>	<p>Sequence of Events: Sequence basic events and steps in a process.</p> <p>Motivation: Identify character motivations in implicit text.</p> <p>Cause and Effect Relationships: Use text evidence to understand cause/effect relationships.</p>	<p>Sequence of Events: Sequence events and/or steps in a process.</p> <p>Motivation: Differentiate methods of character motivation.</p> <p>Cause and Effect Relationships: Use text evidence to understand cause/effect relationships; use text evidence to assess the impact of an individual, an event, an idea, or a concept in a text.</p> <p>Released Example: 450754</p>	<p>Sequence of Events: Sequence events and steps in a process.</p> <p>Motivation: Analyze methods of character motivation.</p> <p>Cause and Effect Relationships: Analyze how cause and effect impact other elements of the text; assess the impact of an individual, an event, an idea, or a concept.</p> <p>Compare and Contrast: Compare and contrast individuals and ideas based on implicit text.</p> <p>Released Example: 450602</p>

Craft and Structure: Standards 4, 5, and 6

Standard 4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Vocabulary and Meaning: Locate explicit context clues to understand word meanings.	Vocabulary and Meaning: Use context clues to understand word meanings and use word structures to construct meaning.	Vocabulary and Meaning: Use reasoning and evidence to understand word meanings. Use etymology and morphology to construct meaning.	Vocabulary and Meaning: Recognize how connotations impact meanings.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
<p>Literature 5.1.4.4 (continued)</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes</p>	<p>Figurative Language: Recognize simple figures of speech (including common idioms, adages, and proverbs).</p> <p>Interpreting Words/Phrases: Identify key words and phrases.</p> <p>Use the relationship between words (e.g., synonym, antonym) to better understand the words.</p>	<p>Figurative Language: Identify literary devices (including common idioms, adages, and proverbs).</p> <p>Interpreting Words/Phrases: Identify basic connotations. Use the relationship between words (e.g., synonym, antonym) to understand word meanings.</p>	<p>Figurative Language: Define meaning of literary devices; identify figures of speech (including common idioms, adages, and proverbs).</p> <p>Interpreting Words/Phrases: Explain connotations of meaning. Use the relationship between words (e.g., synonym, antonym) to understand word meanings.</p> <p>Released Example: 450637</p>	<p>Figurative Language: Analyze literary devices; analyze figures of speech (including common idioms, adages, and proverbs).</p> <p>Interpreting Words/Phrases: Recognize how connotations impact meaning. Use the relationship between words (e.g., synonym, antonym) to understand word meanings.</p>

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
<p>Informational Text 5.2.4.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Vocabulary and Meaning: Locate explicit context clues to understand word meanings.</p> <p>Figurative Language: Recognize simple figures of speech.</p> <p>Interpreting Words/Phrases: Identify key words and phrases. Use the relationship between words (e.g., synonym, antonym) to better understand words</p>	<p>Vocabulary and Meaning: Use context clues to understand word meanings and use word structures to construct meaning. Define technical terminology in content area texts.</p> <p>Figurative Language: Identify basic literary devices.</p>	<p>Vocabulary and Meaning: Use reasoning and evidence to understand word meanings. Categorize technical terminology in content area texts.</p> <p>Figurative Language: Identify figures of speech. Define the meaning of literary devices.</p>	<p>Vocabulary and Meaning: Analyze purpose of technical terminology in content area texts.</p> <p>Figurative Language: Analyze the use of figures of speech. Analyze literary devices.</p> <p>Interpreting Words/Phrases: Recognize how connotations impact meaning. Analyze use of transitional devices. Use the relationship between words (e.g., synonym, antonym) to better understand the words.</p> <p>Released Example: 450755</p>

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Informational Text 5.2.4.4 (continued) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area		Interpreting Words/Phrases: Identify simple connotations. Use word structures to construct meaning (affixes and roots). Recognize standard transitional words (e.g., similarly, furthermore, besides). Use the relationship between words (e.g., synonym, antonym) to better understand the words. Released Example: 450605	Interpreting Words/Phrases: Connect connotations to meaning. Use etymology (word history) and morphology (word structure) to construct meaning of a word or phrase. Identify transitional words and phrases. Use the relationship between words (e.g., synonym, antonym) to better understand the words. Released Example: 450604	

Standard 5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
<p>Literature 5.1.5.5</p> <p>Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Text Features and Structure: Recognize the features, format, and function of basic texts (including poetic devices) and their impact on meaning. Recognize basic text structures (e.g., chronology) and their impact on meaning.</p>	<p>Comparing Parts to the Whole in Text: Recognize how parts of a text relate to the whole.</p> <p>Text Features and Structure: Identify features, format, and function of basic texts (including poetic devices) and their impact on meaning. Recognize standard transitional words. Identify basic text structures (e.g., chronology) and their impact on meaning.</p>	<p>Comparing Parts to the Whole in Text: Recognize how parts of a text relate to the whole.</p> <p>Text Features and Structure: Analyze the feature, format, and function of texts (e.g., chronology) (including poetic devices) and their impact on meaning. Identify transitional words and phrases. Analyze text structure including the devices used to create lines of poetry (e.g., verse, rhythm, meter, rhyme, syllabication, alliteration, assonance, consonance).</p>	<p>Comparing Parts to the Whole in Text: Analyze how parts of a text relate to the whole.</p> <p>Text Features and Structure: Evaluate the features, format, and function of complex texts (including poetic devices) and their impact on meaning. Analyze use of transitional devices. Evaluate structures of complex texts and their impact on meaning.</p> <p>Released Example: 450640</p>

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Informational Text 5.2.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Text Features and Structure: Recognize the features, format, and function of basic texts and their impact on meaning. Recognize basic text structures (e.g., chronology) and their impact on meaning.	Comparing Parts to the Whole in Text: Recognize how parts of a text relate to the whole. Text Features and Structure: Identify features (e.g., headings, captions, charts, illustrations) and functions of basic texts. Identify basic text structures (e.g., cause and effect, comparison and contrast) and their impact on meaning.	Comparing Parts to the Whole in Text: Recognize how parts of text relate to the whole. Text Features and Structure: Analyze the feature, format, and function of complete texts (e.g., chronology) and their impact on meaning. Analyze structures (e.g., problem and solution, classification) of complex texts and their impact on meaning. Released Example : 450756	Comparing Parts to the Whole in Text: Analyze how parts of text relate to the whole. Text Features and Structure: Evaluate the features, format, and function of complex texts and their impact on meaning. Evaluate structures (e.g., problem and solution, classification) of complex texts and their impact on meaning. Released Example : 450606

Standard 6

Assess how point of view or purpose shapes the content and style of a text.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 5.1.6.6 Describe how a narrator’s point of view or speaker’s point of view influences how events are described.	Author’s Purpose: State author’s explicit purpose in a text. Author’s Perspective: Recognize first- or third-person point of view. Style: Locate style (author’s techniques and approach to meaning) as it relates to text type or text purpose.	Author’s Purpose: State author’s basic purpose in a text. Author’s Perspective: Identify first- or third-person point of view. Style: Identify style (author’s techniques and approach to meaning) as it relates to text type or text purpose.	Author’s Purpose: Interpret author’s purpose(s) within and across text(s). Author’s Perspective: Analyze the importance of the author’s use of first- or third-person point of view to the text. Mood: Identify mood of text (emotional atmosphere of text). Style: Identify style (author’s techniques and approach to meaning) as it relates to text type or text purpose.	Author’s Purpose: Analyze author’s purpose(s) within and across text(s). Author’s Perspective: Analyze the importance of the author’s use of first- or third-person point of view to the text. Mood: Analyze mood of text (emotional atmosphere of text). Style: Recognize how author’s choices impact style; identify interaction between mood and style.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
<p>Informational Text 5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Author’s Purpose: State author’s explicit purpose in a text.</p> <p>Author’s Perspective: Recognize author’s point of view.</p> <p>Style: Identify style (author’s techniques and approach to meaning) as it relates to text type or text purpose.</p> <p>Released Example: 450762</p>	<p>Author’s Purpose: State author’s basic purpose for a text.</p> <p>Author’s Perspective: Identify author’s point of view.</p> <p>Style: Identify style (author’s techniques and approach to meaning) as it relates to text type or text purpose.</p> <p>Released Example: 450775</p>	<p>Author’s Purpose: Interpret author’s purpose(s) within and across text(s).</p> <p>Author’s Perspective: Identify author’s use of perspective (personal point of view) and tone (attitude toward subject of writing).</p> <p>Mood: Identify mood of text (emotional atmosphere of text).</p> <p>Style: Identify style (author’s techniques and approach to meaning) as it relates to text type or text purpose.</p>	<p>Author’s Purpose: Analyze author’s purpose(s) within and across text(s).</p> <p>Author’s Perspective: Analyze how author’s message is shaped by perspective and tone.</p> <p>Mood: Analyze mood of text (emotional atmosphere of text).</p> <p>Style: Analyze how author’s choices impact style.</p> <p>Released Example: 450758</p>

Integration of Knowledge and Ideas: Standard 8

Standard 8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
<p>Informational Text 5.2.8.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Reasoning and Evidence: Identify explicit evidence in text.</p> <p>Argumentation: Identify obvious argumentation within explicit text.</p> <p>Author’s Style: Identify how an author presents fact/opinion.</p> <p>Claim: Locate an author’s claim.</p>	<p>Reasoning and Evidence: Identify credible evidence in explicit text.</p> <p>Argumentation: Locate obvious argumentation within explicit text.</p> <p>Author’s Style: Recognize how an author presents fact/opinion.</p> <p>Claim: Identify an author’s claim.</p>	<p>Reasoning and Evidence: Analyze an author’s credibility based on sources used and recognize validity of reasoning. Recognize relevancy and sufficiency of evidence.</p> <p>Argumentation: Identify methods of argumentation and obvious fallacies of logic. Recognize author’s explicit bias.</p>	<p>Reasoning and Evidence: Make judgments about an author’s credibility based on complex text. Analyze the validity of reasoning.</p> <p>Argumentation: Apply basic concepts of argumentation (background, discussion, and proof of claim). Analyze relevancy and sufficiency of evidence.</p>

<p>Benchmark</p>	<p>Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.</p>	<p>Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.</p>	<p>Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.</p>	<p>Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.</p>
<p>Informational Text 5.2.8.8 (continued)</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>			<p>Relevance/Sufficiency of Evidence: Recognize relevance and sufficiency of evidence.</p> <p>Author’s Style: Recognize when and how credible information is presented in text.</p> <p>Claim: Analyze an author’s claim.</p> <p>Released Example: 450608</p>	<p>Identify basic fallacies of logic. Analyze author’s bias.</p> <p>Relevance/Sufficiency of Evidence: Analyze relevancy and sufficiency of evidence.</p> <p>Claim: Analyze an author’s claim.</p> <p>Released Examples: 450609, 450760</p>