

Grade 5 Language Usage ISAT Proficiency Level Descriptors

Advanced

In the area of language usage, fifth grade students typically performing at the Advanced level demonstrate an **in-depth understanding** of grade-level skills. These students

- consistently identify a clear main idea, supporting details, and a conclusion.
- consistently sequence text and use transition words for clarity.
- consistently identify the purpose and intended audience of a piece of grade-appropriate writing.
- consistently identify precise words and descriptive phrases for meaning and clarity.
- consistently revise by adding essential relevant details, eliminating irrelevant details, and/or rearranging sentences/paragraphs for meaning, clarity, and organization.
- consistently identify a variety of sentences with correct subject-verb agreement to create flow.
- regularly edit for correct sentence structure and grade-level spelling, grammar, capitalization, and punctuation errors.

Proficient

In the area of language usage, fifth grade students typically performing at the Proficient level demonstrate an **understanding** of grade-level skills. These students

- identify a clear main idea, supporting details, and a conclusion.
- sequence text and use transition words for clarity.
- identify the purpose and intended audience of a piece of grade-appropriate writing.
- identify precise words and descriptive phrases for meaning and clarity.
- revise by adding essential relevant details, eliminating irrelevant details, and/or rearranging sentences/paragraphs for meaning, clarity, and organization.
- identify a variety of sentences with correct subject-verb agreement to create flow.
- edit for correct sentence structure and grade-level spelling, grammar, capitalization, and punctuation errors.

Basic

In the area of language usage, fifth grade students typically performing at the Basic level demonstrate a **limited understanding** of grade-level skills. These students

- rarely identify a clear main idea, supporting details, and a conclusion.
- rarely sequence text and use transition words for clarity.
- rarely identify the purpose and intended audience of a piece of grade-appropriate writing.
- rarely identify precise words and descriptive phrases for meaning and clarity.
- rarely revise by adding essential relevant details, eliminating irrelevant details, and/or rearranging sentences/paragraphs for meaning, clarity, and organization.
- rarely identify a variety of sentences with correct subject-verb agreement to create flow.
- rarely edit for correct sentence structure and grade-level spelling, grammar, capitalization, and punctuation errors.