



**Grade 5 Achievement Level Descriptors**

**Math**

Level and score range	What a student can do
<b>4</b> 2579 and above	A student performing at Level 4 is able to: interpret and carry out mathematical procedures with high precision and fluency; make sense of a range of complex and unfamiliar problems in pure and applied mathematics with no scaffolding; thoroughly apply mathematical concepts; analyze and interpret the context of an unfamiliar situation for problems of increasing complexity; construct chains of logic about abstract concepts autonomously.
<b>3</b> 2528 - 2578	A student performing at Level 3 is able to: interpret and carry out mathematical procedures with adequate precision and fluency; make sense of and persevere in solving a range of unfamiliar problems in pure and applied mathematics with a limited degree of scaffolding; adequately explain and apply mathematical concepts. Use stated assumptions, definitions and previous results to identify and repair a flawed argument; reason abstractly and quantitatively to analyze complex, real-world scenarios; construct and use mathematical models and appropriate tools to accurately solve problems.
<b>2</b> 2455 - 2527	A student performing at Level 2 is able to: interpret and carry out mathematical procedures with partial precision and fluency; make sense of and solve familiar problems in pure and applied mathematics with a moderate degree of scaffolding; partially explain and apply mathematical concepts; find and identify the flaw in an argument; analyze familiar real-world scenarios, and use mathematical models and given tools to partially interpret and solve basic problems.
<b>1</b> 2454 and below	A student performing at Level 1 is able to: interpret and carry out mathematical procedures with minimal precision and fluency; make sense of and solve simple and familiar problems in pure and applied mathematics with a high degree of scaffolding; minimally explain and apply mathematical concepts; construct arguments using concrete referents such as objects, drawings, diagrams, and actions; identify familiar real-world scenarios, and use simple mathematical models and given tools to solve basic problems.

**English Language Arts**

Level and score range	What a student can do
<b>4</b> 2582 and above	A student performing at Level 4 demonstrates a thorough ability to: read closely and analytically to comprehend texts of unusually high complexity and use textual evidence to demonstrate complex critical thinking; produce compelling, well-supported writing for a diverse range of purposes and audiences; critically interpret and use information delivered

	orally or audio-visually; conduct short research projects to investigate a topic and locate multiple sources of information to cite evidence to support ideas.
<b>3</b> 2502 - 2581	A student performing at Level 3 demonstrates an adequate ability to: read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking; produce effective and well-grounded writing for a range of purposes and audiences; accurately interpret and use information delivered orally or audio-visually; conduct short research projects to investigate a topic and locate multiple sources of information to cite evidence to support ideas.
<b>2</b> 2442 - 2501	A student performing at Level 2 demonstrates a partial ability to: comprehend texts of moderate complexity and use partial text evidence to demonstrate critical thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct short research projects to investigate a topic and locate multiple sources of information to cite evidence to support ideas.
<b>1</b> 2441 and below	A student performing at Level 1 demonstrates a minimal ability to: comprehend texts of low complexity and uses minimal textual evidence to demonstrate thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct simple research to investigate a topic and locate information and cite evidence to support ideas. Students identify a problem that can be addressed through engineering design.

### Science

Achievement level descriptors for the science test will be published by the Oregon Department of Education in December 2019.

To convert your student's score to a state percentile, see the Conversion Tables: Scale Score to Percentile Rank at <http://www.oregon.gov/ode/educator-resources/assessment/Pages/assessment-percentile-tables.aspx>. The percentile rank is the percentage of scores in the state falling below that percentile. For example, a 5<sup>th</sup> grade math score of 2400 in the 2016-17 school year was associated with a percentile rank of 16. A percentile rank of 16 means 16 percent of 5<sup>th</sup> grade students tested in math in Oregon had a score below 2400.

For more information regarding the specific content on the subject area tests, visit the Oregon Department of Education website:

[Math Test Blueprint](#)

[ELA Test Blueprint](#)

[Science Test Blueprint](#)

District Goal: WE empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.