State of Texas Assessments of Academic Readiness Modified (STAAR™ Modified) Performance Level Descriptors Grade 5 Reading

Performance Level Descriptors
When reading a text of increasing complexity,* students achieving Level III: Advanced Academic Performance can • Recognize how the author's use of imagery and figurative language contributes to meaning • Analyze a variety of literary texts by identifying the theme or lesson and recognizing how structural elements affect meaning • Demonstrate an understanding of informational texts by recognizing how organizational patterns are used to develop the main idea and using multiple text features to locate information • Make complex inferences about literary and informational texts, supporting those inferences with relevant textual evidence
When reading texts of increasing complexity,* students achieving Level II: Satisfactory Academic Performance can • Determine the meaning of unfamiliar, multiple-meaning, and grade-level academic English words using context and roots and affixes • Recognize how the author's use of sensory details contributes to meaning • Analyze a variety of literary texts by describing events that advance the plot and determining the roles and functions of characters • Demonstrate an understanding of informational texts by identifying the author's purpose and summarizing the text to maintain meaning • Make reasonable inferences about literary and informational texts, supporting those inferences with relevant textual evidence
When reading a text of increasing complexity,* students achieving Level I: Unsatisfactory Academic Performance can • Determine the meaning of unfamiliar words using explicit context • Demonstrate a literal understanding of literary and informational texts • Make plausible inferences about literary and expository texts

* STAAR Modified reading tests may include published pieces that cannot be simplified according to the Modification Guidelines. Text complexity increases from grade 3 to 8 for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structures may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas.

Texas Education Agency
Student Assessment Division
January 2013