

**META-PR Alterna 2016**

General Academic Performance Level Descriptors of Puerto Rico

**Fifth Grade**

English

The student has access to standards-based instruction and is assessed using authentic materials that are aligned to the grade-level standards and indicators that have been modified to reduce the level of complexity. Additional supports have been incorporated, including technological assistance, adaptations, and/or modifications.

**Performance of Listening, Reading, and Writing skills at the required grade level should be demonstrated during evaluation.**

The skills that are required for students to demonstrate performance during the evaluation of English as a Second Language and which are a representation of the grade-level indicators are:

- Listen and ask/answer questions using complete sentences and correct grammar to express opinions or to clarify positions. (5.L.1.a)
- Describe in depth a character, setting, or event in a story. (5.R.3.L)
- Describe the structure of events, ideas, concepts, or information in an informational text or part of a text. (5.R.5.I)
- Identify and use prepositional phrases correctly in sentences. (5.LA.1.a)

<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Pre-basic</b>
<p>The student exhibits superior understanding and consistent high performance when applying and explaining the required targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to be demonstrated during assessment. The student is able to use critical thinking and more complex skills, including problem-solving strategies and making inferences and comparisons, to demonstrate content knowledge. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates solid performance in most activities when applying the required targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during assessment. Performance is primarily independent and accurate, and while occasional errors are committed, they do not interfere with the student's conceptual understanding. The student is able to integrate information, comprehend details, and understand relationships. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates limited and inconsistent performance of the targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during assessment. Frequent errors reflect reduced conceptual understanding. The student recognizes concepts, but does not exhibit the ability to apply general knowledge and skills to novel stimuli. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student's performance demonstrates minimal understanding of the targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during evaluation. Even when provided supports numerous errors indicate the student's poor conceptual understanding. The student does not demonstrate basic content knowledge or skills when attempting to use authentic materials and tools or appropriate grade and content-area vocabulary in the completion of these tasks.</p>

**Performance Level Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Pre-basic</b>
<p>The student with superior understanding will:</p> <ul style="list-style-type: none"> <li>• Listen and ask/answer multiple questions using complete sentences and correct grammar to express opinions or to clarify positions in various discussions or texts.</li> <li>• Correctly describe in depth a character, setting, or event using several supporting details from a variety of literary texts.</li> <li>• Correctly describe the structure of events, ideas, concepts, or information in an informational text or part of a text.</li> <li>• Identify and use prepositional phrases correctly in sentences.</li> </ul>	<p>The student with significant competence will:</p> <ul style="list-style-type: none"> <li>• Listen and ask/answer a few questions using complete sentences and correct grammar to express opinions or to clarify positions in a variety of discussions or texts.</li> <li>• Give a simple description of a character, setting, or event using multiple supporting details from a variety of literary texts.</li> <li>• Describe the structure of events, ideas, concepts, or information in an informational text or part of a text.</li> <li>• Identify and use prepositional phrases in sentences.</li> </ul>	<p>The student with conceptual limitations will:</p> <ul style="list-style-type: none"> <li>• Listen and ask/answer questions using incomplete sentences to express opinions or to clarify positions in some discussions or texts.</li> <li>• Identify a character, setting, or event using supporting details from each story read.</li> <li>• Identify the structure of events, ideas, concepts, or information in an informational text or part of a text.</li> <li>• Identify prepositional phrases in sentences.</li> </ul>	<p>The student will minimally:</p> <ul style="list-style-type: none"> <li>• Listen and ask/answer a selected question by recognizing an appropriate response to express an opinion or to clarify a position in a discussion or text.</li> <li>• Recognize a character, setting, or event using a supporting detail from a story.</li> <li>• Recognize the structure of some events, ideas, concepts, or information in an informational text or part of a text.</li> <li>• Recognize a sentence containing a prepositional phrase.</li> </ul>