BEAVERTON SCHOOL DISTRICT

Grade 5 Achievement Level Descriptors

For more information regarding the specific content on the subject area tests, visit the Oregon Department of Education website at https://www.oregon.gov/ode/educator-resources/assessment/Pages/Statewide-Assessments.aspx

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.

Math

Level and score range	What a student can do
4 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.
3 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.
2 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.
1 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
4 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.
3 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.
2 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.
1 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

Grade 5

Level and score range	What a student can do
4 3198 and above	Student can synthesize the application of science and engineering practices, core ideas, and cross-cutting concepts to local and global phenomena, becoming community members who are critical consumers of scientific information capable of engaging in scientific argumentation from evidence on track for post high school college and career readiness. Elementary science assessments include topics such as earth, the environment, matter, forces, and energy. Students ask questions and solve problems, use and develop models, compare and contrast data, make sense of phenomena, use math to answer questions and solve problems, and use evidence to construct explanations.

3 3197 - 3162	Student can demonstrate the application of science and engineering practices, core ideas, and cross-cutting concepts to local and global phenomena, becoming community members who are critical consumers of scientific information on track for post high school college and career readiness. Elementary science assessments include topics such as earth, the environment, matter, forces, and energy. Students ask questions and solve problems, use and develop models, compare and contrast data, make sense of phenomena, use math to answer questions and solve problems, and use evidence to construct explanations.
2 3131 - 3161	Student can demonstrate some application of science and engineering practices, knowledge of core ideas, and understanding of cross-cutting concepts tied to local and global phenomena. Elementary science assessments include topics such as earth, the environment, matter, forces, and energy. Students ask questions and solve problems, use and develop models, compare and contrast data, make sense of phenomena, use math to answer questions and solve problems, and use evidence to construct explanations.
1 3130 and below	The student has not yet met the achievement standard and needs continued support in the application of science and engineering practices, knowledge of core ideas, and understanding of cross-cutting concepts tied to local and global phenomena. Elementary science assessments include topics such as earth, the environment, matter, forces, and energy. Students ask questions and solve problems, use and develop models, compare and contrast data, make sense of phenomena, use math to answer questions and solve problems, and use evidence to construct explanations.