### Grade 5 FCAT 2.0 Reading Reporting Category—Vocabulary

Students performing at the mastery level of this reporting category will be able to use multiple strategies to determine the meaning of grade-appropriate vocabulary words.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Achievement Level Descriptions</th>
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</table>
| **Level 5**       | Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to  
• use context clues to determine the meaning of an unfamiliar word;  
• determine the meanings of complex words by using the meaning of familiar base words and affixes;  
• determine the meanings of complex words by using Greek or Latin roots;  
• use knowledge of antonyms or synonyms to infer the meanings of words by using simple analysis;  
• analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word; and  
• analyze the word or phrase to determine small or subtle differences in meanings between related words. |
| **Level 4**       | Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to  
• use context clues to determine the meaning of an unfamiliar word;  
• determine the meanings of complex words by using the meaning of familiar base words and affixes;  
• determine the meanings of complex words by using Greek or Latin roots;  
• use knowledge of antonyms or synonyms to infer the meanings of words by using simple analysis;  
• analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word; and  
• analyze the word or phrase to determine small or subtle differences in meanings between related words. |
| Level 3 | Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to  
|        | • use context clues to determine the meaning of an unfamiliar word;  
|        | • determine the meanings of complex words by using the meaning of familiar base words and affixes;  
|        | • determine the meanings of complex words by using Greek or Latin roots;  
|        | • use knowledge of antonyms or synonyms to determine meanings of words;  
|        | • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word; and  
|        | • analyze the word or phrase to determine small or subtle differences in meanings between related words. |
| Level 2 | Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to  
|        | • use context clues to determine the meaning of an unfamiliar word;  
|        | • determine the meanings of complex words by using the meaning of familiar base words and affixes;  
|        | • determine the meanings of complex words by using Greek or Latin roots;  
|        | • use knowledge of antonyms or synonyms to determine meanings of words;  
|        | • analyze the context surrounding a word with multiple meanings to determine the correct meaning of the word; and  
|        | • analyze the word or phrase to determine small or subtle differences in meanings between related words. |
| Level 1 | Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading. |
### Grade 5 FCAT 2.0 Reading Reporting Category—Reading Application

Students performing at the mastery level of this reporting category will be able to use a variety of strategies to comprehend text suitable for the grade level.

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| **Level 5**       | Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to  
|                   | • identify and analyze the author’s purpose or perspective and how it affects meaning;  
|                   | • analyze a stated or implied main idea;  
|                   | • evaluate and synthesize relevant details;  
|                   | • draw conclusions, make inferences, and determine chronological order;  
|                   | • interpret cause-and-effect relationships through facts and details within the text;  
|                   | • analyze text structures/organizational patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, listing/description, question/answer) and determine their impact on meaning;  
|                   | • synthesize information to interpret a theme or topic; and  
|                   | • analyze and evaluate similarities and differences between text elements. |

| **Level 4**       | Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to  
|                   | • identify and analyze the author’s purpose or perspective;  
|                   | • determine a stated or implied main idea;  
|                   | • identify and evaluate relevant details;  
|                   | • draw conclusions, make inferences, and determine chronological order;  
|                   | • analyze implied cause-and-effect relationships;  
|                   | • determine text structures/organizational patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, listing/description, question/answer) and determine their impact on meaning;  
|                   | • determine an implied theme or specific topic; and  
|                   | • analyze similarities and differences between text elements. |
| Level 3 | Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to  
|        | • identify the author's purpose or perspective;  
|        | • determine a stated or strongly implied main idea;  
|        | • identify relevant details;  
|        | • draw logical conclusions, make inferences, and determine chronological order;  
|        | • identify cause-and-effect relationships;  
|        | • recognize text structures/organizational patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, listing/description, question/answer) and determine their impact on meaning;  
|        | • identify a clear and recognizable theme or topic; and  
|        | • identify similarities and differences between text elements. |
| Level 2 | Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to  
|        | • identify the author's purpose or perspective;  
|        | • determine a stated main idea;  
|        | • identify relevant details;  
|        | • draw logical conclusions, make inferences, and determine chronological order;  
|        | • identify cause-and-effect relationships;  
|        | • identify text structures/organizational patterns (e.g., comparison/contrast, cause/effect, sequence of events, definition/explanation, listing/description, question/answer) and determine their impact on meaning;  
|        | • identify a clear and recognizable theme or topic; and  
<p>|        | • identify clear similarities and differences between text elements. |
| Level 1 | Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading. |</p>
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| **Level 5**       | Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to  
|                   | • identify, interpret, and evaluate character development, character point of view, setting, plot development, and problem/resolution and how they contribute to and affect meaning; and  
|                   | • analyze the use of descriptive (e.g., mood, imagery) or figurative (e.g., simile, metaphor, personification) language and how it impacts meaning. |
| **Level 4**       | Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to  
|                   | • identify and interpret character development, character point of view, setting, plot development, and problem/resolution and how they contribute to and affect meaning; and  
|                   | • identify and interpret the use of descriptive (e.g., mood, imagery) or figurative (e.g., simile, metaphor, personification) language and how it impacts meaning. |
| **Level 3**       | Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to  
|                   | • identify and interpret character development, character point of view, setting, plot development, and problem/resolution and how they contribute to and affect meaning; and  
|                   | • identify and interpret the use of descriptive (e.g., mood, imagery) or figurative (e.g., simile, metaphor, personification) language and how it impacts meaning. |
| Level 2 | Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to  
|        | • identify character development, character point of view, setting, plot development, and problem/resolution; and  
|        | • identify the use of descriptive (e.g., mood, imagery) or figurative (e.g., simile, metaphor, personification) language. |
| Level 1 | Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading. |
**Grade 5 FCAT 2.0 Reading Reporting Category—Informational Text and Research Process**

Students performing at the mastery level of this reporting category will be able to comprehend and interpret informational text from a variety of sources.

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| **Level 5**       | Presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to  

  • identify, analyze, and evaluate information from a variety of text features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes) to determine meaning (assesses LA.5.2.2.1 and LA.5.6.1.1);  

  • locate, interpret, organize, and synthesize information from multiple sources for a variety of purposes; and  

  • evaluate the validity and reliability of information by synthesizing two or more related ideas and applying this information to an appropriate task. |

| **Level 4**       | Presented with grade-appropriate texts encompassing a range of complexity, students will usually be able to  

  • identify and analyze information from a variety of text features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes) to determine meaning (assesses LA.5.2.2.1 and LA.5.6.1.1);  

  • locate, interpret, organize, and synthesize information from multiple sources for a variety of purposes; and  

  • determine and evaluate the validity and reliability of information by identifying supporting facts and apply this information to an appropriate task. |
| Level 3 | Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to  
|        | • identify and analyze information from a variety of text features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes) to determine meaning (assesses LA.5.2.2.1 and LA.5.6.1.1);  
|        | • locate, interpret, and organize information from multiple sources for a variety of purposes; and  
|        | • determine the validity and reliability of information by identifying supporting facts. |
| Level 2 | Presented with grade-appropriate texts encompassing a range of complexity, students may demonstrate limited ability to  
|        | • identify the purpose of and information from a variety of text features (e.g., titles, subtitles, headings, subheadings, italicized text, sections, tables, charts, graphs, diagrams, illustrations, captions, maps, text boxes) (assesses LA.5.2.2.1 and LA.5.6.1.1);  
|        | • locate, interpret, and organize information from multiple sources for a variety of purposes; and  
|        | • determine the validity and reliability of information by identifying supporting facts. |
| Level 1 | Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for reading. |