

**Grade 5 – Understanding Your Child’s Performance:** Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Level 3 Learner should also possess the knowledge and skills of a Level 2 Learner *and* a Level 1 Learner.

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
<b>English Language Arts</b>			
<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>answer simple comprehension questions (e.g., who, what, where, and/or when) about a text;</li> <li>identify details, characters, settings, and events;</li> <li>identify sentences to introduce a topic, narrator, or character(s);</li> <li>identify headings and illustrations;</li> <li>identify sentences to describe actions and events; and</li> <li>identify antonyms and synonyms.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>identify details leading to a main idea;</li> <li>locate text to answer a question;</li> <li>identify sentences to provide dialogue, facts, details, and conclusions;</li> <li>identify sentences using sensory details or domain-specific vocabulary;</li> <li>identify an event sequence that unfolds naturally;</li> <li>identify an appropriate heading or illustration;</li> <li>identify a simile or metaphor; and</li> <li>identify sentences to combine.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>identify a main idea;</li> <li>identify details leading to a theme;</li> <li>identify character challenges/responses;</li> <li>compare/contrast literary elements;</li> <li>summarize text using provided details;</li> <li>develop sentences to provide details, and to introduce a topic, narrator, or character;</li> <li>identify if a heading or graphic is needed;</li> <li>identify the meaning of similes/metaphors;</li> <li>identify word relationships; and</li> <li>reduce a sentence.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>answer complex questions (e.g., how and/or why) about a text;</li> <li>identify a theme;</li> <li>describe a main idea;</li> <li>identify an appropriate inference and information needed to make an inference;</li> <li>develop a structure that logically groups information;</li> <li>develop a narrative;</li> <li>develop sentences using domain-specific vocabulary and sensory details; and</li> <li>expand a sentence.</li> </ul>
<b>Mathematics</b>			
<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>match representations of whole numbers;</li> <li>identify decimals to the tenths;</li> <li>identify whole numbers and fractions;</li> <li>plot numbers on a number line;</li> <li>display data;</li> <li>place unit cubes in a 3-D figure to show volume; and</li> <li>extend simple numerical patterns.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>represent a two-digit number with a model;</li> <li>match forms of decimals;</li> <li>compare decimals to the tenth;</li> <li>add fractions with like denominators;</li> <li>understand line plots;</li> <li>count unit cubes to find volume;</li> <li>match addition or subtraction numerical expressions with verbal expression; and</li> <li>identify a point on a graph.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>represent a three-digit number with a model;</li> <li>compare and write decimals to hundredths;</li> <li>multiply unit fractions;</li> <li>understand the coordinate plane;</li> <li>identify data needed to display line plots;</li> <li>match multiplication numerical expressions with verbal expressions and</li> <li>graph ordered pairs.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>compare decimals to the thousandths;</li> <li>multiply fractions resulting in a mixed number;</li> <li>construct a line plot;</li> <li>compare volume;</li> <li>add or subtract fractions to solve problems;</li> <li>write numerical expressions; and</li> <li>identify a numerical pattern which fits a given statement.</li> </ul>

Georgia Alternate Assessment

Level 1 Learner	Level 2 Learner	Level 3 Learner	Level 4 Learner
<b>Science</b>			
<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify changes in Earth’s surface features;</li> <li>• identify a physical change;</li> <li>• identify elements of simple electric circuits;</li> <li>• identify a step to determine electrical conductivity;</li> <li>• identify a characteristic to sort animals into groups; and</li> <li>• identify cell parts.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify the processes involved in Earth’s surface formations;</li> <li>• identify steps needed to show a physical change;</li> <li>• identify chemical changes;</li> <li>• identify components of electric circuits;</li> <li>• identify electrical conductivity;</li> <li>• identify animal and plant characteristics; and</li> <li>• label some parts of animal and plant cells.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• develop a simple model showing Earth’s surface formations;</li> <li>• sequence steps of physical and chemical changes;</li> <li>• identify the purpose of the components of a simple electrical circuit;</li> <li>• determine a materials electrical conductivity;</li> <li>• sort animals and plants based on their characteristics; and</li> <li>• describe the structure of plant and animal cells.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• describe Earth’s surface formations;</li> <li>• collect data from models that show Earth’s surface formations;</li> <li>• develop steps needed to show physical and chemical changes;</li> <li>• sequence steps to determine electrical conductivity;</li> <li>• develop a model of plant and animal cells; and</li> <li>• describe the difference between animal and cell parts.</li> </ul>
<b>Social Studies</b>			
<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify the Lusitania and events of September 11, 2001;</li> <li>• identify and locate agricultural/industrial icons on a map or map key;</li> <li>• identify rights/responsibilities of citizens;</li> <li>• identify key people of the civil rights movement; and</li> <li>• define vocabulary related to household economics.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify events related to World War I and World War II;</li> <li>• define vocabulary related to agricultural and industrial centers;</li> <li>• locate agricultural and industrial centers on a map;</li> <li>• identify the rights/responsibilities of citizens;</li> <li>• identify rights limited by and the purpose of Jim Crow laws;</li> <li>• define the function of private business, and</li> <li>• identify elements of a personal budget.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• describe the U.S. role in WWI, WWII;</li> <li>• describe the events of September 11<sup>th</sup>;</li> <li>• identify how factors have influenced agricultural and industrial centers;</li> <li>• identify events of the civil rights movement;</li> <li>• describe rights/responsibilities of citizens;</li> <li>• identify effects of Jim Crow laws;</li> <li>• describe the function of households; and</li> <li>• describe the importance of saving and tracking spending.</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• explain U.S. involvement in WWI, WWII;</li> <li>• identify changes in American life post-September 11, 2001;</li> <li>• explain how factors influenced primary agricultural and industrial centers;</li> <li>• describe people and events of the civil rights movement;</li> <li>• explain effects of Jim Crow laws; and</li> <li>• describe the function of private business.</li> </ul>