

Level	Basic	Proficient	Advanced
Policy PLD	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking.	The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.
Reading Literature (PAWS)			
Key Ideas and Details			
Key Details	The basic student quotes from the text when explaining what the text says explicitly. RL 5.1	The proficient student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. RL 5.1	The advanced student quotes accurately from the text when explaining what the text states explicitly, when drawing inferences, and when making connections with other texts. RL 5.1
Central Ideas/ Reasoning and Evidence	The basic student draws upon simple details to summarize text and identifies how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a theme. RL 5.2	The proficient student draws upon specific details to summarize text and describes how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a theme. RL 5.2	The advanced student draws upon complex details to summarize text and analyzes how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a complex/implied theme. RL 5.2
Central Ideas/ Reasoning and Evidence	The basic student draws upon simple details in the text to compare and contrast two or more characters, settings, or events in a story or drama. RL 5.3	The proficient student draws upon specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama. RL 5.3	The advanced student draws upon complex and specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama. RL 5.3
Craft and Structure			
Word Meanings and Language Use	The basic student determines the meaning of simple words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4	The proficient student determines the meaning of words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4	The advanced student determines the meaning of complex words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4

Text Structures and Features	The basic student uses concrete/simple structural elements of various literary genres to identify what is conveyed by words in the text and to explain how successive parts of the text build upon one another (e.g., illustrations, chapter, scene, stanza). RI 5.5	The proficient student uses structural elements of various literary genres to explain what is conveyed by words in the text and to explain how successive parts of the text build upon one another (e.g., illustrations, chapter, scene, stanza). RI 5.5	The advanced student analyzes how chapters, scenes, or stanzas of text fit together to provide the overall structure of a text. RI 5.5
Analysis Within or Across Texts	The basic student uses supporting evidence that is directly stated/obvious to determine the point of view of the author/text as well as to distinguish his/her own point of view from that of the narrator or other characters. RI 5.6	The proficient student uses supporting textual evidence to explain the point of view of the author/text as well as to distinguish his/her own point of view from that of the narrator or other characters. RI 5.6	The advanced student uses supporting textual evidence to analyze the point of view of the author/text as well as to distinguish his/her own point of view from that of the narrator or other characters. RI 5.6
Reading Informational Text (PAWS)			
Key Ideas and Details			
Key Details	The basic student quotes accurately from the text when explaining what the text says explicitly and when drawing sentence- or paragraph-level inferences from the text. RI 5.1	The proficient student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. RI 5.1	The advanced student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences based on multiple paragraphs or the full text. RI 5.1
Central Ideas	The basic student determines multiple simple or stated main ideas of a text and explains how they are supported by key details and summarizes the text. RI 5.2	The proficient student determines multiple main ideas of a text and explains how they are supported by key details and summarizes the text. RI 5.2	The advanced student determines multiple implied main ideas of a text and explains how they are supported by key details and summarizes the text. RI 5.2
Reasoning and Evidence	The basic student uses specific details to explain the direct or simple relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3	The proficient student uses specific details to explain the relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3	The advanced student uses specific details to explain the implied or more complex relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3
Craft and Structure			
Word Meaning and Language Use	The basic student determines the meaning of simple academic and domain-specific words and phrases as they are used in a text. RI 5.4	The proficient student determines the meaning of general academic and domain-specific words and phrases as they are used in a text. RI 5.4	The advanced student determines the meaning of complex academic and domain-specific words and phrases as they are used in a text. RI 5.4
Text Structures and Features	The basic student compares and contrasts overall structure of simple events, ideas, concepts, or information between two or more texts. RI 5.5	The proficient student compares and contrasts overall structure of events, ideas, concepts, or information between two or more texts. RI 5.5	The advanced student compares and contrasts overall structure of complex events, ideas, concepts, or information between two or more texts. RI 5.5

Analysis Within or Across Texts	The basic student recognizes multiple accounts of the same topic or event, noting basic similarities and differences in the point of view represented. RI 5.6	The proficient student analyzes multiple accounts of the same topic or event, noting important similarities and differences in the point of view represented. RI 5.6	The advanced student analyzes multiple accounts of the same topic or event, noting important, implied similarities and differences in the point of view represented. RI 5.6
Integration of Knowledge and Ideas (PAWS)			
Text Structures and Features	The basic student draws on information from multiple types of sources to demonstrate ability to locate and answer simple questions or solve a basic problem. RI 5.7	The proficient student draws on information from multiple types of sources to demonstrate ability to locate and answer questions or solve a problem. RI 5.7	The advanced student draws on information from multiple types of sources to demonstrate ability to locate and answer difficult questions or solve a complex problem. RI 5.7
Reasoning and Evidence	The basic student recognizes how an author uses reasons and evidence to support particular and simple points in the text, including identifying which reasons and evidence support which point(s). RI 5.8	The proficient student explains how an author uses reasons and evidence to support particular points in the text, including identifying which reasons and evidence support which point(s). RI 5.8	The advanced student analyzes how an author uses reasons and/or evidence to support or evaluate particular points in the text, including identifying which reasons and evidence support which point(s). RI 5.8
Analysis Within or Across Texts	The basic student identifies similar themes and topics in stories of the same genre. RL 5.9	The proficient student compares and contrasts approaches to similar themes and topics in stories of the same genre. RL 5.9	The advanced student compares and contrasts approaches to complex themes and topics in stories of the same genre. RL 5.9
Analysis Within or Across Texts	The basic student integrates directly stated information presented within and across multiple texts on the same topic. RI 5.9	The proficient student integrates information presented within and across multiple texts on the same topic. RI 5.9	The advanced student integrates stated and implied information presented within and across multiple texts on the same topic. RI 5.9
Language (PAWS)			
Language Use	The basic student determines or clarifies the meaning of unknown, yet simple, multiple-meaning words and phrases by demonstrating limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of simple words and phrases. L 5.4 and L 5.4 a, b, and c	The proficient student determines or clarifies the meaning of unknown and multiple-meaning words and phrases by demonstrating use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of words and phrases. L 5.4 and L 5.4 a, b, and c	The advanced student determines or clarifies the meaning of unknown and complex multiple-meaning words and phrases by demonstrating thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of complex words and phrases. L 5.4 and L 5.4 a, b, and c

Language Use	<p>The basic student determines the meaning of simple academic and domain-specific words; recognizes, interprets, and explains the meaning of simple figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses simple relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). L 5.5, L 5.5 a, b, and c, and L 5.6</p>	<p>The proficient student determines the meaning of general academic and domain-specific words; recognizes, interprets, and explains the meaning of figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). L 5.5, L 5.5 a, b, and c, and L 5.6</p>	<p>The advanced student determines the meaning of complex general academic and domain-specific words; recognizes, interprets, and explains the meaning of complex figurative language (e.g., similes, metaphors, common idioms, adages, and proverbs) in context; uses abstract relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). L 5.5, L 5.5 a, b, and c, and L 5.6</p>
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Writing (SAWS)			
Write and Revise Brief Texts (Opinion/ Informative/ Narrative), and Edit/Clarify	<p>The basic student:</p> <ul style="list-style-type: none"> • Responds to the prompt by attempting to present an opinion, explanation, or main idea. • Develops a limited response by including limited and/or irrelevant supporting or descriptive details and may attempt to connect reasons to opinions. • Organizes response with limited structure. Uses little reasoning or coherence and may omit the introduction or conclusion (or beginning or end). Inconsistently uses topic sentences or transitions between paragraphs. • Demonstrates little variation within use of limited or basic word choice; reveals limited voice or style that is appropriate for the intended purpose or audience. • Uses limited grade-appropriate writing mechanics. Spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Seldom uses varied and correct sentences. W 5.1, W 5.2, and W 5.3 	<p>The proficient student:</p> <ul style="list-style-type: none"> • Adequately responds to the topic raised in the prompt by presenting an opinion, explanation, or main idea. • Develops a response by including relevant supporting or descriptive details (that may support an opinion) in response to the topic. • Demonstrates a general progression of ideas, ordered paragraphs that include an introduction, body, and conclusion (or beginning, middle, and end). Uses topic sentences and transitions between paragraphs and connects reasons to opinions. • Uses grade-appropriate word choice. Uses voice or style that is appropriate for the intended purpose or audience. • Uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Uses varied and mostly correct sentences. W 5.1, W 5.2, and W 5.3 	<p>The advanced student:</p> <ul style="list-style-type: none"> • Effectively responds to the topic raised in the prompt by presenting a clear and focused opinion, explanation, or main idea. • Develops a clear and focused opinion/argument/claim, skillfully using clearly related supporting or descriptive details in response to the topic. • Presents a logically organized progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion (or beginning, middle, and end). Skillfully uses topic sentences and transitions within or between paragraphs and skillfully connects reasons to opinions. • Uses precise and sophisticated word choice with consistent voice or style that is appropriate for the intended purpose or audience. • Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses a variety of mostly correct sentences. W 5.1, W 5.2, and W 5.3

<p>Draw Evidence from Informational or Literary Text, Edit/Clarify, and Key Details (LI/IN Reading)</p>	<p>The basic student:</p> <ul style="list-style-type: none"> • Attempts to respond to the issue or topic raised/presented in the text or to the author’s presentation of the theme, plot, or story elements. • Attempts to develop an organized essay. Uses little accurate and relevant evidence to support the response, and may omit the introduction, body, and/or conclusion. • Uses descriptive language. Uses limited voice and basic, predictable language. • Spells common words correctly. Uses limited grade-appropriate writing mechanics, including standard English grammar. Seldom uses varied and correct sentences. W 5.9 	<p>The proficient students:</p> <ul style="list-style-type: none"> • Responds to the issue or topic raised/presented in the text or to the author’s presentation of the theme, plot, or story elements. • Uses some accurate and relevant evidence to support the response. • Presents an organization of ideas, including an introduction, body, and conclusion. Uses topic sentences and varied transitions between paragraphs. • Uses precise and descriptive language to reveal an identifiable voice. • Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses varied and mostly correct sentences. W 5.9 	<p>The advanced student:</p> <ul style="list-style-type: none"> • Responds to the issue or topic raised/presented in the text or to the author’s presentation of the theme, plot, or story elements. • Uses accurate and relevant evidence to support the response. • Presents an effective organization of ideas, including an effective introduction, body, and conclusion. Skillfully uses topic sentences and varied transitions between paragraphs. • Uses a variety of precise and descriptive language to reveal an engaging and identifiable voice. • Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Consistently uses a variety of correct sentences. W 5.9
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