

## New Mexico Interim Measure of Student Success and Achievement (iMSSA)

# Borderline Achievement Level Descriptors (ALDs) Reading

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# Grade 5 Reading Achievement Level Descriptors

## On Target

### Text Complexity:

By the end of the year, fifth graders at the **On Target** level can read and comprehend familiar themes, central ideas and details, and literary elements in moderately complex literary and informational texts in the grade 5–6 text complexity band.

### Demonstrated Skills:

They can interpret and draw expected conclusions from texts. They can identify and describe the structural elements of informational texts and use them to support their comprehension of ideas in texts. They can use a variety of strategies to determine the meaning of above grade-level vocabulary and unfamiliar academic terms. They can compare and contrast authors' points of view on an issue and identify the evidence authors use to support a claim. They can use explicit textual information to support inferences, interpretations, and conclusions.

## Borderline of the On Target Achievement Level

### Text Complexity:

By the end of the year, fifth graders at the borderline of the **On Target** level often can read and comprehend familiar themes, central ideas and details, and literary elements in moderately complex literary and informational texts in the grade 5–6 text complexity band.

### Demonstrated Skills:

They often can interpret and draw expected conclusions from texts. They often can identify the structural elements of informational texts and they sometimes use them to support their comprehension of ideas in texts. They can be expected to often use a variety of strategies to determine the meaning of above grade-level vocabulary and unfamiliar academic terms. They can identify authors' points of view on an issue and identify the evidence authors use to support a claim. They can use explicit textual information to support inferences, interpretations, and conclusions. They often show an understanding of the knowledge and skills at the Near Target level rather than the more complex skills and understanding of the On Target level.

## Near Target

### Text Complexity:

By the end of the year, fifth graders at the **Near Target** level can read and comprehend familiar themes and central ideas in low to moderately complex literary and informational texts in the grade 5 text complexity band.

### Demonstrated Skills:

They can make simple inferences and interpretations. They can identify the structural features of informational texts and describe the literary



elements of literary texts. They can determine the meaning of unfamiliar words if the context explicitly provides meaning or if the vocabulary is made up of familiar or interpretable components. They can use text features (e.g., headings, graphics) to support their comprehension of text. They can compare the ideas in two texts about the same topic. They can identify information that supports simple inferences, descriptions, and analyses.

## **Borderline of the Near Target Achievement Level**

### **Text Complexity:**

By the end of the year, fifth graders at the borderline of the **Near Target** level often can read and comprehend familiar themes and central ideas in low to moderately complex literary and informational texts in the grade 5 text complexity band.

### **Demonstrated Skills:**

They often can make simple inferences and interpretations. They often can identify the structural features of informational texts and describe the literary elements of literary texts. They often can determine the meaning of unfamiliar words if the context explicitly provides meaning or if the vocabulary is made up of familiar or interpretable components. They often can use text features (e.g., headings, graphics) to support their comprehension of text. They often can compare the ideas in two texts about the same topic. They often can identify information that supports simple inferences, descriptions, and analyses. They often show an understanding of the knowledge and skills at the Novice level rather than the more complex skills and understanding of the Near Target level.

