Kentucky Alternate Assessment

Kentucky Academic Standards

Alternate Assessment Targets

Grade 5 Writing

Kentucky Academic Standards Purpose: KY Standards.Org

The *Kentucky Academic Standards (KAS)* Grades Primary-12 help ensure that all students across the commonwealth are focusing on a common set of standards and have opportunities to learn at a high level. This site provides administrators, teachers, parents, and other stakeholders in local districts with a basis for establishing and/or revising their curricula (for additional guidance, see **Kentucky Model Curriculum Framework**).

The instructional program should emphasize the development of students' abilities to acquire and apply the standards and assure appropriate accommodations are made for the diverse populations of students found within Kentucky schools. The resources found in this site specifies only the content for the required credits for high school graduation (program completion) and primary, intermediate, and middle-level programs leading up to these requirements. Schools and school districts are charged with identifying the content for elective courses and designing instructional programs for all areas.

The purpose of the Kentucky Academic Standards is to outline the minimum content knowledge required for all students before graduating or exiting Kentucky public high schools. Kentucky schools and districts are responsible for coordinating curricula across grade levels and among schools within districts. A coordinated curricular approach ensures that all students have opportunities to achieve Kentucky's Learning Goals and Academic Expectations.

Multidimensionality:

The Reading, Composition and Language Standards consist of multiple dimensions or layers. The skills and content provide the "what" to help students access concrete and abstract "thinking" needed to practice the "doing" of reading and composing within the discipline. The previous literacy standards document lacked a focused dimensional approach; as a result, the perceived depth of a standard may have been limited to comprehension due to interpretation or deconstruction of opaque wording. By specifying the 3 dimensions separately, this standards document better communicates the intent of each standard so that local instruction and assessment will align to the intended depth. In planning and instruction, teachers will need to know when to utilize the interdependence of a text's level of comprehension and analysis to develop the students' skills and knowledge to become independent and proficient thinkers.

Alternate Assessment Targets: (not a standard)

An Alternate Assessment Target represents limits to a selected Kentucky Academic Standard. An Alternate Assessment Target may reduce parts of the standard with specific guidance to what an assessment item could represent. Not all Kentucky Academic Standards selected for assessments will have an Alternate Assessment Target and may display the language: "*No limitations. All parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*" This would mean that the entire standard in its original form is reduced in depth and breadth and is eligible in its entirety to be used in the development of assessment items.

Grade 5 Writing Kentucky Academic Standards Assessed by Window

Window	Standard * (see below)
1	L.5.1
1	L.5.2
1	L.5.3
1	L.5.4
1	L.5.5

Window	Standard * (see below)
2	C.5.1 (Opinion) *

* In writing, language and editing mechanics will occur during Window 1 testing and on-demand will occur during Window 2 testing.

Writing– Grade 5	
DOMAIN	**Multidimensionality**
On-Demand	**Multidimensionality**
Opinion ==Test== ==Window 2== C.5.1	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose. c. Provide logically ordered reasons that are supported by facts and details. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT **Compose** OPINION PIECES, using writing and digital resources, *on topics or texts*, **supporting the writer's perspective with reasons and information.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. **Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience.* b. *Introduce a topic or text clearly*, **state an opinion** and **create an organizational structure in which ideas are logically grouped to support the writer's purpose.** c. **Provide logically ordered reasons that are supported** *by facts and details.* d. *Use grade-appropriate* TRANSITIONS. e. **Provide a concluding section.**

		Alternate Assessment Target: Limit full standard to a given opinion (Interpreting elements of composition as they are related to a given opinion): a. *No further limitations* b. *No further limitations* c. *No further limitations* d. *No further limitations* e. *No further limitations* f. *No further limitations*	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, *editing,* rewriting or trying a new approach.

LANGUAGE: Conventions of Standard English			Multidimensionality

<mark>Test Window 1</mark>	L.5.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
		
		a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.
		
		b. Use the perfect verb tenses.
		
		c. Use verb tense to convey various times, sequences, states and conditions.
		
		d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.
		
		e. Use correlative conjunctions.
		
		Alternate Assessment Target:
		   a. *Limit to conjunctions and prepositions*
		   b. *No further limitations*
		   c. *No further limitations*
		   d. *No further limitations*
		   e. *Excluded from assessment*
			Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT
			
			When writing or speaking, *demonstrate command of the conventions of Standard English grammar and usage*.
			
			a. *Explain the function of* CONJUNCTIONS, PREPOSITIONS AND INTERJECTIONS *in a* GRADE-LEVEL TEXT.
			
			b. *Use* the PERFECT VERB TENSES.
			
			c. *Use* VERB TENSE *to convey various times, sequences, states and conditions*.
			
			d. *Produce* COMPLETE SENTENCES *recognizing and correcting inappropriate shifts in verb tense*.
			
			e. *Use* CORRELATIVE CONJUNCTIONS.

<mark>Test Window 1</mark>	L.5.2	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence.	*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT **When writing**: a. *Use* PUNCTUATION TO SEPARATE ITEMS IN A SERIES.

		c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.
		
		d. Use underlining, quotation marks or italics to indicate titles of works.
		
		e. Use strategies and resources (print and electronic) to identify and correct spelling errors.
		
		Alternate Assessment Target:
		
		    a. *No further limitations*
		    b. *No further limitations*
		    c. *Excluded from assessment*
		    d. *Limit to quotation marks or italics*
		    e. *Excluded from assessment*
			b. *Use* a COMMA TO SEPARATE AN INTRODUCTORY ELEMENT FROM THE REST OF THE SENTENCE.
			
			c. *Use* a COMMA TO SET OFF THE WORDS YES AND NO, TO SET OFF A TAG QUESTION FROM THE REST OF THE SENTENCE AND TO INDICATE DIRECT ADDRESS.
			
			d. *Use* UNDERLINING, QUOTATION MARKS OR ITALICS TO INDICATE TITLES OF WORKS.
			
			e. *Use strategies and resources (print and electronic) to identify and correct spelling errors.*

Language Knowledge of Language & Vocabulary Acquisition & Use			Multidimensionality

==Test Window 1==	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.
		
		a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.
		
		b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.
		
		Alternate Assessment Target:
		
		    a. *No further limitations*
		    b. *Excluded from assessment*
			Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT
			
			Use knowledge of language and its conventions **when writing, speaking, reading or listening**.
			
			a. **Expand, combine and reduce sentences for meaning, reader/listener interest and style**.
			
			b. **Compare and contrast the** VARIETIES OF ENGLISH (e.g., dialects, registers, slang) **used in stories, dramas or poems.**

| Test Window 1 | L.5.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

b. Use common affixes and roots as clues to the meaning of a word.

c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

Alternate Assessment Target:

   a. *No further limitations*
   b. *Excluded from assessment*
   c. *Excluded from assessment*
   d. *Limit to use accurately grade-appropriate general academic and domain-specific words and phrases* | *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, **choosing flexibly from an array of strategies**.

a. **Use context** (e.g., CAUSE/EFFECT RELATIONSHIPS AND COMPARISONS in text) **as a clue to the meaning of a word or phrase.**

b. **Use common** AFFIXES AND ROOTS **as clues to the meaning of a word.**

c. *Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.*

d. **Acquire and use accurately** GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC **words and phrases**, **including** THOSE THAT SIGNAL CONTRAST, ADDITION AND OTHER LOGICAL RELATIONSHIPS. |

	L.5.5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.
		
		a. Interpret figurative language, including similes and metaphors, in context.
		
		b. Recognize and explain the meaning of common idioms, adages, and proverbs.
		
		c. Demonstrate understanding of words by relating them to their synonyms and antonyms.
		
		Alternate Assessment Target:
		
		   a. *No further limitations*
		   b. *Limit to common idioms*
		   c. *No further limitations*
			Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT
			
			Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
			
			a.**Interpret figurative language**, including SIMILES AND METAPHORS, **in context**.
			
			b.*Recognize* and **explain the meaning of common** IDIOMS, ADAGES, AND PROVERBS.
			
			c.**Demonstrate understanding of words by relating them to their** SYNONYMS and ANTONYMS

CONTACTS/RESOURCES

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