

Important Notes

- For a level 3 and 4 in the **Reading: Literature and Informational Text Indicators,** the student must be able to apply the skills specified on the rubric using a grade level text. If a student is reading an above grade level text they still need to demonstrate the specific skills on the rubric to achieve a level 3 or 4.
- For all indicators, the specific skills to incorporate into each score are only listed under "3." A "4" includes all of the criteria of a 3, plus the additional criteria of a "4".

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Reading: Literature and Informational Text

| Report Card Indicator: Makes inferences supported by text evidence | | | | | | | |
|--|--------------------------|-------|-------|-------|--|--|--|
| Standard: | Standard: RL.5.1, RI.5.1 | | | | | | |
| Trimester | 1 | 2 | 3 | 4 | | | |
| 1 | • N/A | • N/A | • N/A | • N/A | | | |

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|-----------------|--|---|---|--|
| 2 | Unable to make inferences regarding texts or support them with quoted evidence | Requires prompting and support to make inferences regarding texts and begins to support them with quoted evidence | Independently makes inferences about grade level texts and supports them using quoted evidence Theme Story Elements Relationships Explain text | • Independently and consistently makes inferences regarding texts and quotes relevant, text evidence to support analysis of the text |
| 3 | Unable to make inferences regarding texts or support them with quoted evidence | Requires prompting and support to make inferences regarding texts and begins to support them with quoted evidence | Independently makes inferences about grade level texts and supports them using quoted evidence. Theme Story Elements Relationships Explain text | Independently and consistently makes inferences regarding texts and quotes relevant, text evidence to support analysis of the text |

| Report Card Indicator: Determines the theme in a text, including details (Inc. summarize the text) | | | | | | | |
|--|--|--|--|---|--|--|--|
| Standard: RL.5.2 | | | | | | | |
| Trimester | 1 | 2 | 3 | 4 | | | |
| 1 | Unable to summarize a fictional text to determine the theme and explain how it is supported by key details | Requires prompting and support to summarize a fictional text to determine the theme and explain how it is supported by key details | Independently able to summarize a grade level fictional text to determine the theme and explain how it is supported by key detail. | Independently and consistently summarizes fictional text to determine the theme and explain how it is supported by key details Summary reflects a deeper understanding of the text. Able to articulate a strong relationship between theme and cited key details. | | | |

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| Unable to summarize a fictional text to determine the theme are explain how it is supported by key details | Requires prompting and support to summarize a fictional text to determine the theme and explain how it is supported by key details Independently able to summarize a grade level fictional text to determine the theme and explain how it is supported by key details | Independently and consistently summarizes a fictional text to determine the theme and explain how it is supported by key details Summary reflects a deeper understanding of the text. Able to articulate a strong relationship between theme and cited key details. |

| Fifth Grade ELA Revised May 2015 | | | |
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| fictional text tostdetermine the theme andfiexplain how it isdsupported by key detailse | Requires prompting and support to summarize a fictional text to determine the theme and explain how it is supported by key details | Independently able to summarize a grade level fictional text to determine the theme and explain how it is supported by key details | Independently and consistently summarizes a fictional text to determine the theme and explain how it is supported by key details Summary reflects a deeper understanding of the text. Able to articulate a strong relationship between theme and cited key details. |

| | A Revised May 2015 d Indicator: Determines the ma | ain idea(s) in an informational t | ext, including details (Inc. summ | arizes the text) |
|-----------|---|-----------------------------------|---|------------------|
| Standard: | RI.5.2 | | | |
| Trimester | 1 | 2 | 3 | 4 |
| | Unable to summarize an informational text to determine the main idea of the text and explain how it is supported by key details | | grade level informational text to determine the main idea of the text and explain how it is supported by key details | , |

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| 2 | Unable to summarize an informational text to determine the main ideas of the text and explain how it is supported by key details | Requires prompting and support to summarize an informational text to determine the main ideas of the text and explain how it is supported by key details | Independently summarizes a grade level informational text to determine two or more main ideas of the text and explain how it is supported by key details | Independently and consistently summarizes an informational text to determine the main ideas of the text and explain how it is supported by key details Summary reflects a deeper understanding of the text. Able to articulate a strong relationship between main ideas and cited key details. |
| 3 | Unable to summarize an informational text to determine the main ideas of the text and explain how it is supported by key details | Requires prompting and support to summarize an informational text to determine the main ideas of the text and explain how it is supported by key details | Independently summarizes a grade level informational text to determine two or main ideas of the text and explain how it is supported by key details | Independently and consistently summarizes an informational text to determine the main ideas of the text and explain how it is supported by key details Summary reflects a deeper understanding of the text. Able to articulate a strong relationship between main ideas and cited key details. |

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| Report Card | d Indicator: Analyze text to id | lentify varying points of view | | |
| Standard: | RL.5.6, RI 5.6 | | | |
| Trimester | 1 | 2 | 3 | 4 |
| 1 | N/A | N/A | N/A | N/A |
| 2 | Unable to identify varying points of view | varying points of view | Independently identifies varying points of view on a grade level text O How point of view influences description of events O How author's background/culture affects perspective | Independently and consistently identifies varying points of view O Analyze multiple accounts of the same event/topic |

| Fifth Grade E | la f | Revised May 2015 | | | | | | | |
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| 3 | • | Unable to identify varying | • | Beginning to identify | In | dep | endently identifies | Indep | endently and |
| | | points of view | | varying points of view | va | ryin | g points of view on a | consis | stently identifies varying |
| | | | | | gr | ade | level text | points | s of view |
| | | | | | | 0 | How point of view | 0 | Able to present their |
| | | | | | | | influences description | | findings in a |
| | | | | | | | of events | | sophisticated way |
| | | | | | | 0 | How author's | | |
| | | | | | | | background/culture | | |
| | | | | | | | affects perspective | | |
| | | | | | | 0 | Analyze multiple | | |
| | | | | | K | | accounts of the same | | |
| | | | | | | | event/topic | | |
| | | | | | | | event/topic | | |

Reading: Foundational Skills

| Report Car | Report Card Indicator: Reads appropriately to support comprehension (rate, accuracy, expression) | | | | | | |
|------------|--|--|---|--|--|--|--|
| Standard: | tandard: RL.5.10, RI 5.10, RF.5.4 | | | | | | |
| Trimester | 1 | 2 | 3 | 4 | | | |
| 1 | Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension | Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension | Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension | Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension | | | |

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| 2 | expression to support | Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension | Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension | Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension |
| 3 | expression to support | Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension | Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension | Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension |

Writing

| Report Card Indicator: Writes to communicate ideas and information(in an organized manner appropriate to task and purpose) | | | | | | |
|--|-----------------------------|---|---|---|--|--|
| Standard: | Standard: W.5.1 W.5.2 W.5.3 | | | | | |
| Trimester | 1 | 2 | 3 | 4 | | |

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|----------------|---|---------------------------|---|
| 1 | Unable to write for a | • Attempts to write for a | |
| | specific task that has been | specific task that has | different purposes consistently produces |
| | taught | been taught, but does | appropriate to grade level writing appropriate to task, |
| | 5 | not meet grade level | expectations purpose and audience. |
| | | expectations | O Organizational Writing Is coherent, well |
| | | | structure crafted and includes |
| | | | (Introduction, sophisticated organization |
| | | | Supporting Details, and elaboration |
| | | | <i>Conclusion, etc.)</i> • Includes conventions |
| | | | o <i>Convey</i> of writing (similes, |
| | | | ideas/information metaphors, sensory |
| | | | O Specific genre criteria details, voice, |
| | | | 0 Uses writing process dialogue) |
| | | | (plans, revises and |
| | | | edits) |
| 2 | Unable to write for a | • Attempts to write for a | |
| | specific task that has been | specific task that has | different purposes consistently produces |
| | taught | been taught, but does | appropriate to grade level writing appropriate to task, |
| | - | not meet grade level | expectations purpose and audience |
| | | expectations | 0 Organizational |
| | | | structure Writing Is coherent, well |
| | | | (Introduction, crafted and includes |
| | | | Supporting Details, sophisticated organization |
| | | | Conclusion, etc.) and elaboration |
| | | | • Includes conventions |
| | | | ideas/information of writing (similes, |
| | | | o Specific genre criteria metaphors, sensory |
| | | | o Uses writing process details, voice, |
| | | | 51 |
| | | | (plans, revises and dialogue) |

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| | | | edits) | |
| 3 | Unable to write for a specific task that has been taught | Attempts to write for a specific task that has been taught, but does not meet grade level expectations | Independently writes for different purposes appropriate to grade level expectations Organizational structure (Introduction, Supporting Details, Conclusion, etc.) Convey ideas/information Specific genre criteria Uses writing process (plans, revises and edits) | Independently and consistently produces writing appropriate to task, purpose and audience. Writing Is coherent, well crafted and includes sophisticated organization and elaboration Includes conventions of writing (similes, metaphors, sensory details, voice, dialogue) |

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| Report Car | d Indicator: Supports writing | with details, evidence f | rom the texts, and/or research | |
| Standard: | W.5.7 W.5.8 W.5.9 | | | |
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic | With prompting and support, provides limited details, examples and/or research to support a topic | Independently provides details, examples from the text and/or research to support a topic Use of several sources to build knowledge Summarize/paraphrase information in notes and finished work | Independently and consistently provides <u>purposeful and</u> <u>essential</u> details, examples from the text and/or research to support a topic O Includes relevant background knowledge or text support |

| 2 | Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic | With prompting and support, provides limited details, examples and/or research to support a topic | Independently provides details, examples from the text and/or research to support a topic Use of several sources to build knowledge Summarize/paraphrase information in notes and finished work Draw evidence to support analysis, reflection and research | Independently and consistently provides <u>purposeful and</u> <u>essential</u> details, examples from the text and/or research to support a topic O Includes relevant background knowledge or text support |
|---|--|---|---|---|
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| 3 | Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic | With prompting and support, provides limited details, examples and/or research to support a topic | Independently provides details, examples from the text and/or research to support a topic Use of several sources to build knowledge Summarize/paraphrase information in notes and finished work Draw evidence to support analysis, reflection and research | Independently and consistently provides <u>purposeful and essential</u> details, examples from the text and/or research to support a topic O Includes relevant background knowledge or text support |
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| Report Care Standard: | d Indicator: Develops and stre W.5.5 | ngthens writing by planning, revis | ing, and editing | |
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Unable to strengthen writing by planning, revising and/or editing | With significant prompting and support, is able to strengthen writing by planning, revising and/or editing | With prompting and support, is able to strengthen writing by planning, revising, editing rewriting or trying a new approach | Independently develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach |
| 2 | Unable to strengthen writing by planning, revising and/or editing | With significant prompting and support, is able to strengthen writing by planning, revising and/or editing | • With prompting and support, is able to strengthen writing by planning, revising, editing rewriting or trying a new approach | Independently develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach |

| 3 | Unable to strengthen writing by planning, revising and/or editing | With significant prompting and support, is able to strengthen writing by planning, revising and/or editing | With prompting and support, is able to strengthen writing by planning, revising, editing rewriting or trying a new approach | Independently develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach |
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Language Usage

| Report Car | Report Card Indicator: Demonstrates understanding of capitalization, punctuation and spelling (Inc. grammar) | | | | | |
|------------|---|---|--|---|--|--|
| Standard: | L.5.1 L.5.2 | | | | | |
| Trimester | 1 | 2 | 3 | 4 | | |
| 1 | Unable to apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling | With prompting and support, can apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling | Independently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling | Independently and consistently applies grade level conventions of standard English grammar, usage, capitalization and punctuation at a more sophisticated level or correctly uses untaught skills | | |

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| 2 | Unable to apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling | With prompting and support, can apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling | Independently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling | Independently and consistently applies grade level conventions of standard English grammar, usage, capitalization and punctuation at a more sophisticated level or correctly uses untaught skills |
| 3 | Unable to apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling | With prompting and support, can apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling | Independently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling | Independently and consistently applies grade level conventions of standard English grammar, usage, capitalization and punctuation at a more sophisticated level or correctly uses untaught skills |

| Report Car | Report Card Indicator: Understands and acquires grade appropriate vocabulary (including content specific words) | | | | | |
|-----------------------------|---|---|---|---|--|--|
| Standard: L5.4, L.5.5, L5.6 | | | | | | |
| Trimester | 1 | 2 | 3 | 4 | | |

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|----------------------------------|-------------------------|---------------------------------|--|---------------------------------------|--|--|--|
| 1 | Unable to use and | Can use and | Independently uses and understands | Independently and | | | |
| | understand grade | understand some | grade appropriate and learned | consistently uses | | | |
| | appropriate and learned | grade appropriate | vocabulary accurately. | and understands | | | |
| | vocabulary accurately | and learned | o Context clues | grade appropriate | | | |
| | | vocabulary | O Figurative Language | and learned | | | |
| | | accurately. | o Word Relationships | vocabulary in | | | |
| | | | o Word Nuances | sophisticated ways | | | |
| | | | O Uses reference materials | | | | |
| | | | (dictionaries, glossaries, | | | | |
| | | | thesauruses) | | | | |
| 2 | Unable to use and | Can use and | Independently uses and understands | Independently and | | | |
| | understand grade | understand some | grade appropriate and learned | consistently uses | | | |
| | appropriate and learned | grade appropriate | vocabulary accurately | and understands | | | |
| | vocabulary accurately | and learned | o Context clues | grade appropriate | | | |
| | | vocabulary | O Figurative Language | and learned | | | |
| | | accurately | o Word Relationships | vocabulary in | | | |
| | | | o Word Nuances | sophisticated ways | | | |
| | | | O Uses reference materials | | | | |
| | | | (dictionaries, glossaries, | | | | |
| | | | thesauruses) | | | | |

| 3 | • Unable to use and | • Can use and | Independently uses and understands | Independently and |
|---|-------------------------|-------------------|--|---------------------------------------|
| | understand grade | understand some | grade appropriate and learned | consistently uses |
| | appropriate and learned | grade appropriate | vocabulary accurately | and understands |
| | vocabulary accurately | and learned | o Context clues | grade appropriate |
| | | vocabulary | O Figurative Language | and learned |
| | | accurately | o Word Relationships | vocabulary in |
| | | | o Word Nuances | sophisticated ways |
| | | | O Uses reference materials | |
| | | | (dictionaries, glossaries, | |
| | | | thesauruses) | |

Speaking and Listening

| Report Card Indicator: Effectively engages in collaborative conversations (building on others' ideas and expressing their own clearly) | | | | essing their own | |
|--|-------|---|---|------------------|---|
| Standard: | SL5.1 | | | | |
| Trimester | | 1 | 2 | 3 | 4 |

| effective, collaborative conversations | and clearly, expressing their own <i>Prepared for discussions</i> <i>Pose and respond to specific questions/comments</i> <i>Purposeful listening</i> <i>Elaborates on the comments of others</i> | sophisticated collaborative conversations building on and synthesizing others' ideas and insightfully clearly expressing their own |
|---|---|---|
| | | |
| Limited ability to engage in effective, collaborative conversations | Effectively engages in collaborative conversations building on others' ideas and clearly, expressing their own Prepared for discussions Pose and respond to specific questions/comments Purposeful listening Elaborates on the comments of others | Effectively engages in sophisticated collaborative conversations building on and synthesizing others' ideas and insightfully clearly expressing their own |
| | effective, collaborative | effective, collaborative conversations o Prepared for discussions o Pose and respond to specific questions/comments o Purposeful listening o Elaborates on the comments of |

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| 3 | Unable to engage in | Limited ability to | Effectively engages in collaborative | Effectively |
| | effective, collaborative | engage in | conversations building on others' ideas | engages in |
| | conversations | effective, | and clearly, expressing their own | sophisticated |
| | | collaborative | 0 Prepared for discussions | collaborative |
| | | conversations | • Pose and respond to specific | conversations |
| | | | questions/comments | building on and |
| | | | o Purposeful listening | synthesizing |
| | | | 0 Elaborates on the comments of | others' ideas and |
| | | | others | insightfully clearly, |
| | | | | expressing their |
| | | | | own |
| | | | | |