

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			

Fifth Grade EL/	A Revised May 2015			
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. 			

Fifth Grade ELA Revised May 2015		
 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			
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	,

Fifth Grade EL/	A Revised May 2015			
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.

	A REVISED May 2015			
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							
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			

Fifth Grade El	A Revised May 2015			
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		

Eifth	Grade	FΙΛ	Revised	May	2015
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Find Grade ELA	A Revised Iviay 2015		
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)

Fifth Grade ELA	Revised May 2015			
			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)

ifth Grade EL	A Revised May 2015			
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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	A Revised May 2015			
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 		

Fifth	Grade	FLA	Revised	Mav	2015
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Fifth Grade ELA	Revised May 2015			
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		

Fifth Grade ELA Revised May 2015							
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

Fifth Grade I	ELA Revised May 2015			
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