

**Grading Benchmarks– Grade Five**

**Reading**

**1. Reads at grade level with sufficient accuracy and fluency to support comprehension RL5.10, RI 5.10, RF 5.4**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
1	<ul style="list-style-type: none"> <li>• <b>(Below F&amp;P Instructional Level P)</b></li> <li>• Reads slowly and inaccurately with little or no expression</li> <li>• Unable to apply learned reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Levels P, Q, R)</b> Reads some words accurately with some expression with below level texts. May not heed punctuation.</li> <li>• With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Levels S-T)</b></li> <li>• Independently and consistently reads most words accurately, with high fluency and expression, on grade level</li> <li>• Independently and consistently applies learned reading strategies to a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Level U)</b> Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation.</li> <li>• Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>(Below F&amp;P Instructional Level Q)</b></li> <li>• Reads some words accurately with some expression with below grade level texts. May not heed punctuation.</li> <li>• Unable to apply learned reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Levels Q, R, S)</b></li> <li>• Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time.</li> <li>• With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Levels T-U)</b></li> <li>• Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation.</li> <li>• Independently and consistently applies learned reading strategies to a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>(F&amp;P Instructional Level V)</b></li> <li>• Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation.</li> <li>• Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level</li> </ul>
3	<ul style="list-style-type: none"> <li>• Reads some words accurately with some expression with below</li> </ul>	<ul style="list-style-type: none"> <li>• Reads most words accurately with some expression with below</li> </ul>	<ul style="list-style-type: none"> <li>• Independently and consistently reads most words accurately, with high</li> </ul>	<ul style="list-style-type: none"> <li>• Independently and consistently reads all words accurately with high</li> </ul>

	<p>grade level texts. May not heed punctuation. (<b>Below F&amp;P Instructional Level S</b>)</p> <ul style="list-style-type: none"> <li>• Unable to apply learned reading strategies</li> </ul>	<p>level texts. Heeds punctuation most of the time. (<b>F&amp;P Instructional Levels S, T, U</b>)</p> <ul style="list-style-type: none"> <li>• With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text</li> </ul>	<p>fluency and expression, on grade level. Heeds punctuation. (<b>F&amp;P Instructional Levels V</b>)</p> <ul style="list-style-type: none"> <li>• Independently and consistently applies learned reading strategies to a variety of texts</li> </ul>	<p>fluency and expression with above grade level texts. Heeds all punctuation. (<b>F&amp;P Instructional Level W</b>)</p> <ul style="list-style-type: none"> <li>• Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level</li> </ul>
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**2. Quotes accurately from text to support ideas. RL.5.1; RI.5.1**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	With scaffolding, teacher prompting and support may be able to quote accurately from a text when explaining what the text says explicitly, and when drawing inferences from the text.	With teacher prompting and support can quote accurately from a text when explaining what the text says explicitly, and when drawing inferences from the text.	Independently is able to quote accurately from a text when explaining what the text says explicitly, and when drawing inferences from the text.	Independently and consistently is able to quote accurately from an <b>above grade level</b> text when explaining what the text says explicitly, and when drawing inferences from the text.

**3. Determines meanings of words/phrases used in a text. RL 5.4, RI 5.4**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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<p><b>1</b></p>	<p>With scaffolding, teacher prompting and support may be able to use literary and domain-specific vocabulary; generally unable to apply vocabulary/word analysis strategies to reading.</p>	<p>Inconsistent understanding of literary and domain-specific vocabulary and use of strategies to determine the meaning of new words.</p>	<p>Independently reads literary and domain-specific vocabulary accurately and demonstrates understanding of meaning.</p>	<p><b>In above grade level text,</b> independently and consistently reads literary and domain-specific vocabulary accurately and understands the meaning of the words; may use vocabulary/word analysis strategies to determine the meaning of new words.</p>
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2	With scaffolding, teacher prompting and support may be able to use literary and domain-specific vocabulary; generally unable to apply vocabulary/word analysis strategies to reading.	Inconsistent understanding of literary and domain-specific vocabulary and/or use of strategies to determine the meaning of new words.	Independently and consistently reads literary and domain-specific vocabulary accurately and demonstrates understanding of meaning; with support, uses vocabulary/word analysis strategies to determine the meaning of new words.	<b>In above grade level text,</b> independently and consistently reads literary and domain-specific vocabulary accurately and demonstrates understanding of meaning; uses vocabulary/word analysis strategies to determine the meaning of new words; recognizes and accurately explains figurative language in text.
3	With scaffolding, teacher prompting and support may be able to use literary and domain-specific vocabulary; generally unable to apply vocabulary/word analysis strategies to reading.	Inconsistent understanding of literary and domain-specific vocabulary and/or use of strategies to determine the meaning of new words.	Independently and consistently reads literary and domain-specific vocabulary accurately and demonstrates understanding of meaning; uses vocabulary/word analysis strategies to determine the meaning of new words; recognizes and accurately explains figurative language in text.	<b>In above grade level text,</b> independently and consistently reads advanced literary and domain-specific vocabulary accurately and demonstrates understanding of meaning; uses vocabulary/word analysis strategies to determine the meaning of new words, if necessary; recognizes and accurately explains figurative language in text.

**Reading – Literature**

**1. Determines key details in order to summarize and to identify theme in text RL 5.2**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With scaffolding, teacher prompting and support may be able to summarize a text.	Inconsistently summarizes and identifies theme; may require teacher prompting and support.	Summarizes text using most key details; generally able to identify theme.	Consistently and independently uses key details to summarize the <b>above grade level text</b> and to identify theme.

2	With scaffolding, teacher prompting and support may be able to summarize a text.	Inconsistently summarizes and identifies theme; may require teacher prompting and support.	Uses key details to summarize the text; able to identify theme.	Consistently and independently uses key details to summarize <b>above grade level text</b> ; able to identify theme and how it is conveyed through story details.
3	With scaffolding, teacher prompting and support may be able to summarize a text.	Inconsistently summarizes and identifies theme; may require teacher prompting and support.	Consistently and independently uses key details to summarize the text; able to identify theme and how it is conveyed through story details.	Consistently and independently uses key details to summarize the text; able to identify theme and how it is conveyed through story details in <b>above grade level text</b> .

**2. Compares and contrasts two or more characters, settings, or events in a single and in multiple texts, drawing on specific details RL 5.3**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With scaffolding, teacher prompting and support may be able to compare and contrast characters, settings, and events within a single and/or multiple texts; limited use of details to support ideas.	Inconsistently compares and contrasts characters, settings, and events within a single and/or multiple texts; limited use of details to support ideas.	Consistently and independently compares and contrasts characters, settings, and events within a single text; uses details to support ideas.	Consistently and independently compares and contrasts characters, settings, and events within a single and/or multiple texts; uses specific details to support ideas in <b>above grade level text</b> .
2	With scaffolding, teacher prompting and support may be able to compare and contrast characters, settings, and events within a single and/or multiple texts; limited use of details to support ideas.	Inconsistently compares and contrasts characters, settings, and events within a single and/or multiple texts; limited use of details to support ideas.	Consistently and independently compares and contrasts characters, settings, and events within both single and multiple texts; uses details to support ideas.	Consistently and independently compares and contrasts characters, settings, and events within both single and multiple texts; uses specific details to support ideas in <b>above grade level text</b> .
3	With scaffolding, teacher prompting and support may be able to compare and contrast	Inconsistently compares and contrasts characters, settings, and events within a single and/or	Consistently and independently compares and contrasts characters, settings, and events	In above grade level text, consistently and independently compares and contrasts

characters, settings, and events within a single and/or multiple texts; limited use of details to support ideas.	multiple texts; limited use of details to support ideas.	within both single and multiple texts; uses specific details to support ideas.	characters, settings, and events within both single and multiple texts; uses specific details to support ideas in <b>above grade level text</b> .
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**3. Explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of the text RL 5.5**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>All</b>	With scaffolding, teacher prompting and support may be able to explain how a series of chapters, scenes, or stanzas fits together to create a larger literary text, such as a story, drama, or poem.	With teacher prompting and support explains how a series of chapters, scenes, or stanzas fits together to create a larger literary text, such as a story, drama, or poem.	Independently explains how a series of chapters, scenes, or stanzas fits together to create a larger literary text, such as a story, drama, or poem.	Independently analyzes and explains how a series of chapters, scenes, or stanzas fits together to create a larger literary text, such as a story, drama, or poem.

**4. Explains how point of view influences how events are described in a text RL 5.6**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	With scaffolding, teacher prompting and support, may be able to describe how a narrator’s or speaker’s point of view influences the description of events.	With teacher prompting and support, is able to describe how a narrator’s or speaker’s point of view influences the description of events.	Independently describes how a narrator’s or speaker’s point of view influences the description of events.	Independently and consistently describes how a narrator’s or speaker’s point of view influences the description of events in <b>above grade level text</b> .

**Reading – Informational Text**

**1. Determines main idea(s) and key details in order to summarize a text RI 5.2**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>With scaffolding, teacher prompting and support, may be able to determine two or more main ideas of a text, explaining how they are supported by key details.</p> <p>With scaffolding, teacher prompting and support, may be able to summarize the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text.</p>	<p>With teacher prompting and support, determines two or more main ideas of a text, explaining how they are supported by key details.</p> <p>With teacher prompting and support, summarizes the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text.</p>	<p>Independently determines two or more main ideas of a text, explaining how they are supported by key details.</p> <p>Independently summarizes the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text.</p>	<p>Independently and consistently determines two or more main ideas of a text, explaining how they are supported by key details in <b>above grade level text.</b></p> <p>Independently and consistently summarizes the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text in <b>above grade level text.</b></p>
2	<p>With scaffolding, teacher prompting and support, may be able to determine two or more main ideas of a text, explaining how they are supported by key details.</p> <p>With scaffolding, teacher prompting and support, may be able to summarize the text in an organized and sequential manner that demonstrates an understanding of key events in</p>	<p>With teacher prompting and support, determines two or more main ideas of a text, explaining how they are supported by key details.</p> <p>With teacher prompting and support, summarizes the text in an organized and sequential manner that demonstrates an understanding of key events throughout a text.</p>	<p>Independently determines two or more main ideas of a text, explaining how they are supported by key details.</p> <p>Independently summarizes the text in an organized and sequential manner that demonstrates an understanding of key events throughout a text.</p>	<p>Independently and consistently determines two or more main ideas of a text, explaining how they are supported by key details in <b>above grade level text.</b></p> <p>Independently and consistently summarizes the text in an organized and sequential manner that demonstrates an understanding of key events throughout a text in <b>above grade level text.</b></p>

	the beginning, middle and end of a text.			
3	<p>With scaffolding, teacher prompting and support, may be able to determine two or more main ideas of a text, explaining how they are supported by key details.</p> <p>With scaffolding, teacher prompting and support, may be able to summarize the text in an organized and sequential manner that demonstrates an understanding of key events throughout a text.</p>	<p>With teacher prompting and support, determines two or more main ideas of a text, explaining how they are supported by key details.</p> <p>With teacher prompting and support, summarizes the text in an organized and sequential manner that demonstrates an understanding of key events throughout a text.</p>	<p>Independently and consistently determines two or more main ideas of a text, explaining how they are supported by key details.</p> <p>Independently summarizes the text in an organized and sequential manner that demonstrates an understanding of key events throughout a text.</p>	<p>Independently and consistently determines two or more main ideas of an advanced text, explaining how they are supported by key details in <b>above grade level text.</b></p> <p>Independently and consistently summarizes above grade level text in an organized and sequential manner that demonstrates an understanding of key events throughout a text in <b>above grade level text.</b></p>

**2. Explains the relationships between individuals, ideas, or concepts in domain specific texts, drawing on details within those texts RI.5.3**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<b>Not Assessed at This Time</b>			
2	With scaffolding, teacher prompting and support, may be able to compare and contrast individuals, ideas, or concepts within a single and/or multiple texts; limited use of details to support ideas.	Inconsistently compares and contrasts individuals, ideas, or concepts within a single and/or multiple texts; limited use of details to support ideas.	Consistently and independently compares and contrasts individuals, ideas, or concepts within both single and multiple texts; uses details to support ideas.	Consistently and independently compares and contrasts individuals, ideas, or concepts within both single and multiple texts; uses specific details to support ideas in <b>above grade level text.</b>
3	With scaffolding, teacher prompting and support, may be able to compare and contrast individuals, ideas, or concepts	Inconsistently compares and contrasts individuals, ideas, or concepts within a single and/or	Consistently and independently compares and contrasts individuals, ideas, or concepts within both single and multiple	Consistently and independently compares and contrasts individuals, ideas, or concepts within both single and multiple



within a single and/or multiple texts; limited use of details to support ideas.	multiple texts; limited use of details to support ideas.	texts; uses specific details to support ideas.	texts; uses specific details to support ideas in <b>above grade level text.</b>
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**3. Analyzes multiple accounts of the same event/topic, or multiple texts, noting similarities and differences to overall structure and point of view RI 5.5, RI 5.6, RI 5.7**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<b>1</b>	<b>Not Assessed at This Time</b>			
<b>2</b>	<p>With scaffolding, teacher prompting and support may be able to:</p> <ul style="list-style-type: none"> <li>• Explain the structures of information presented, and is able to compare and contrast structures presented in two or more texts.</li> <li>• Read texts closely to determine the main ideas and important details</li> <li>• Describe how point of view influences information presented in multiple accounts of the same topic.</li> </ul>	<p>With teacher prompting and support:</p> <ul style="list-style-type: none"> <li>• Explains the structures of information presented, and is able to compare and contrast structures presented in two or more texts.</li> <li>• Read texts closely to determine the main ideas and important details</li> <li>• Describe how point of view influences information presented in multiple accounts of the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently explains the structures of information presented, and is able to compare and contrast structures presented in two or more texts.</li> <li>• Read texts closely to determine the main ideas and important details</li> <li>• Independently describes how point of view influences information presented in multiple accounts of the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently and consistently analyzes and explains the structures of information presented, and is able to compare and contrast structures presented in two or more <b>above grade level text.</b></li> <li>• Read texts closely to determine the main ideas and important details in <b>above grade level text.</b></li> <li>• Analyzes how point of view influences information presented in multiple accounts of the same topic in <b>above grade level text.</b></li> </ul>
<b>3</b>	<p>With scaffolding, teacher prompting and support may be able to:</p> <ul style="list-style-type: none"> <li>• Explain the structures of information presented, and is able to compare and</li> </ul>	<p>With teacher prompting and support:</p> <ul style="list-style-type: none"> <li>• Explains the structures of information presented, and compares and contrasts</li> </ul>	<p>Independently and consistently:</p> <ul style="list-style-type: none"> <li>• Explains the structures of information presented, and is able to compare and</li> </ul>	<p>Independently and consistently:</p> <ul style="list-style-type: none"> <li>• Analyzes and explains the structures of information presented, and is able to compare and contrast</li> </ul>

	<p>contrast structures presented in two or more texts.</p> <ul style="list-style-type: none"> <li>• Read texts closely to determine the main ideas and important details</li> <li>• Synthesize information from multiple sources</li> <li>• Describe how point of view influences information presented in multiple accounts of the same topic</li> </ul>	<p>structures presented in two or more texts.</p> <ul style="list-style-type: none"> <li>• Read texts closely to determine the main ideas and important details</li> <li>• Synthesize information from multiple sources</li> <li>• Describe how point of view influences information presented in multiple accounts of the same topic.</li> </ul>	<p>contrast structures presented in two or more texts.</p> <ul style="list-style-type: none"> <li>• Read texts closely to determine the main ideas and important details</li> <li>• Synthesize information from multiple sources</li> <li>• Describes how point of view influences information presented in multiple accounts of the same topic.</li> </ul>	<p>structures presented in two or more <b>above grade level</b> texts.</p> <ul style="list-style-type: none"> <li>• Reads <b>above grade level</b> texts closely to determine the main ideas and important details</li> <li>• Synthesize information from multiple sources that are <b>above grade level</b>.</li> <li>• Analyzes how point of view influences information presented in multiple accounts of the same topic in <b>above grade level text</b>.</li> </ul>
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**Writing/Language**

**1. Writes clearly, accurately, and creatively, using grade level appropriate vocabulary W5.1, W5.2, W5.3, W5.4, L 5.4**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1 Narrative, Creative Writing & Poetry	<p>With teacher prompting and support, may be able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Rarely uses vocabulary appropriate for the genre.</li> </ul>	<p>With teacher prompting and support, produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Inconsistently uses vocabulary appropriate for the genre.</li> </ul>	<p>Independently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Usually uses vocabulary appropriate for the genre.</li> <li>• Usually uses a range of descriptive words to enhance meaning.</li> </ul>	<p>Independently and consistently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Consistently uses <b>above grade</b> level vocabulary appropriate for the genre.</li> </ul>

	<ul style="list-style-type: none"> <li>• Rarely uses a range of descriptive words to enhance meaning.</li> <li>• Rarely varies word choice to create interesting description and dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently uses a range of descriptive words to enhance meaning.</li> <li>• Inconsistently varies word choice to create interesting description and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually varies word choice to create interesting description and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses a range of descriptive words to enhance meaning.</li> <li>• Consistently varies word choice to create interesting description and dialogue that is <b>above grade level.</b></li> </ul>
2 Informational Writing: Research & Report Writing	<p>With teacher prompting and support, may be able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Rarely uses vocabulary appropriate for the genre.</li> <li>• Rarely uses a range of descriptive words to enhance meaning.</li> <li>• Rarely varies word choice to create interesting description and dialogue</li> </ul>	<p>With teacher prompting and support, produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Inconsistently uses vocabulary appropriate for the genre.</li> <li>• Inconsistently uses a range of descriptive words to enhance meaning.</li> <li>• Inconsistently varies word choice to create interesting description and dialogue.</li> </ul>	<p>Independently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Usually uses vocabulary appropriate for the genre.</li> <li>• Usually uses a range of descriptive words to enhance meaning.</li> <li>• Usually varies word choice to create interesting description and dialogue.</li> </ul>	<p>Independently and consistently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Consistently uses <b>above grade</b> level vocabulary appropriate for the genre.</li> <li>• Consistently uses a range of descriptive words to enhance meaning.</li> <li>• Consistently varies word choice to create interesting description and dialogue that is <b>above grade level.</b></li> </ul>
3 Persuasive / Argument	<p>With teacher prompting and support, may be able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Rarely uses vocabulary appropriate for the genre.</li> </ul>	<p>With teacher prompting and support, produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Inconsistently uses vocabulary appropriate for the genre.</li> </ul>	<p>Independently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Usually uses vocabulary appropriate for the genre.</li> <li>• Usually uses a range of descriptive words to enhance meaning.</li> </ul>	<p>Independently and consistently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• Consistently uses <b>above grade</b> level vocabulary appropriate for the genre.</li> </ul>

	<ul style="list-style-type: none"> <li>• Rarely uses a range of descriptive words to enhance meaning.</li> <li>• Rarely varies word choice to create interesting description and dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently uses a range of descriptive words to enhance meaning.</li> <li>• Inconsistently varies word choice to create interesting description and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually varies word choice to create interesting description and dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses a range of descriptive words to enhance meaning.</li> <li>• Consistently varies word choice to create interesting description and dialogue that is <b>above grade level.</b></li> </ul>
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**2. Draws evidence from texts to support written analysis. W5.9**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	With scaffolding, teacher prompting and support, may be able to apply grade five reading standards for literature (e.g. compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details from the text) and informational text (e.g. explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points) in their writing.	With teacher prompting and support, able to apply grade five reading standards for literature (e.g. compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details from the text) and informational text (e.g. explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points) in their writing.	Applies grade five reading standards for literature (e.g. compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details from the text) and informational text (e.g. explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points) in their writing effectively.	Applies grade five reading standards for literature (e.g. compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details from the text) and informational text (e.g. explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points) in their writing effectively.

**3. Utilizes steps of the writing process. W5.5, W5.6**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	With teacher scaffold, support and guidance, may develop writing as needed by editing, and / or rewriting.	With increased guidance and support from peers and adults, develops writing as needed by planning, revising, editing, rewriting.	With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing and rewriting.	With occasional guidance from peers and teachers, develops and strengthens writing using the writing process stages of planning, revising, editing, rewriting and trying a new approach. Final, revised written pieces are well-developed with an appropriate flow from beginning to end.

**4. Demonstrates knowledge of proper grammar/usage and writing conventions (spelling, capitalization, punctuation, legibility) L5.1, L5.2**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
1	Demonstrates little to no command of the conventions of standard English and spelling.  Frequent and varied errors in mechanics, grammar, usage, and/or spelling impede understanding.	Demonstrates limited command of the conventions of standard English and spelling at an appropriate level of complexity.  Errors in mechanics, grammar, usage and/or spelling often impede meaning.	Beginning to demonstrate command of the conventions of standard English and spelling at an appropriate level of complexity.  There may be a few minor errors in mechanics, grammar, usage, and/or spelling, but meaning is clear.	Mostly demonstrates command of the conventions of standard English and spelling at an appropriate level of complexity.  There may be a few minor errors in mechanics, grammar, usage, and/or spelling, but meaning is clear.
2	Demonstrates little to no command of the conventions of standard English and spelling.  Frequent and varied errors in mechanics, grammar, usage,	Demonstrates limited command of the conventions of standard English and spelling at an appropriate level of complexity.	Mostly demonstrates command of the conventions of standard English and spelling at an appropriate level of complexity.  There may be a few minor errors in mechanics, grammar,	Demonstrates full command of the conventions of standard English and spelling at an appropriate level of complexity.

	and/or spelling impede understanding.	Errors in mechanics, grammar, usage and/or spelling often impede meaning.	usage, and/or spelling, but meaning is clear.	
3	Demonstrates little to no command of the conventions of standard English and spelling.  Frequent and varied errors in mechanics, grammar, usage, and/or spelling impede understanding.	Demonstrates limited command of the conventions of standard English and spelling at an appropriate level of complexity.  Errors in mechanics, grammar, usage and/or spelling often impede meaning.	Mostly demonstrates command of the conventions of standard English and spelling at an appropriate level of complexity.  There may be a few minor errors in mechanics, grammar, usage, and/or spelling, but meaning is clear.	Demonstrates full command of the conventions of standard English and spelling at an appropriate level of complexity.

**Trimester One**

**Social Studies**

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p><b>Building Community, Preventing Bullying, Conflict Resolution</b></p> <p><b>Living and Working Together, Communities and Economics</b></p> <p><b>Power Struggles and the American Identity</b></p>	<ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to conduct research.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student is able to conduct accurate research, generally using and correctly citing reliable sources. May need prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>• Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources. Products of research are insightful, engaging, and advanced.</li> </ul>

**Standards Addressed:**

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.



**Trimester Two**

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p><b>The Articles of Confederation</b></p> <p><b>The Bill of Rights and The Constitution</b></p> <p><b>Branches and Levels of Government</b></p>	<ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to conduct research.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student is able to conduct accurate research, generally using and correctly citing reliable sources. May need prompting and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>• Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and</li> </ul>

				correctly citing reliable sources. Products of research are insightful, engaging, and advanced.
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<p><b>Standards Addressed:</b></p> <ul style="list-style-type: none"><li>• 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</li><li>• 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</li><li>• 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</li><li>• 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</li><li>• 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</li><li>• 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</li><li>• 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</li><li>• 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</li><li>• 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).</li></ul>
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**Trimester Three**

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p><b>Geography &amp; Economics: Trade and Migration</b></p> <p><b>Our Nation (National Parks, Monuments, Beliefs)</b></p> <p><b>Active Citizenship: Caring for Our World and Catalysts for Change</b></p>	<ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to conduct research.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student is able to conduct accurate research, generally using and correctly citing reliable</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>• Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student is able to conduct thorough and accurate research using and correctly citing reliable</li> </ul>

		sources. May need prompting and support.		sources. Products of research are insightful, engaging, and advanced.
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**Standards Addressed:**

- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.
- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Mathematics**

**Operations and Algebraic Thinking**

**1. Write and Interpret Numerical Expressions (MA. 5.5.OA.A)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<b>NOT ASSESSED AT THIS TIME</b>			
2	<b>NOT ASSESSED AT THIS TIME</b>			
3	Unable or rarely able to: <ul style="list-style-type: none"> <li>• Read, write, interpret, and simplify expressions using numbers and variables to represent a simple situation</li> <li>• Apply order of operations to simplify expressions and equations</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>• Read, write, interpret, and simplify expressions using numbers and variables to represent a simple situation</li> <li>• Apply order of operations to simplify expressions and equations</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>• Reads, writes, interprets, and simplifies expressions using numbers and variables to represent a simple situation</li> <li>• Applies order of operations to simplify expressions and equations</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: <ul style="list-style-type: none"> <li>• Reads, writes, interprets, and simplifies expressions using</li> </ul>

				numbers and variables to represent a simple situation • Applies order of operations to simplify expressions and equations containing fractions, exponents, and decimals
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**2. Analyze Patterns and Relationships (MA.5.5.OA.B)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<b>NOT ASSESSED AT THIS TIME</b>			
2	<b>NOT ASSESSED AT THIS TIME</b>			
3	Unable or rarely able to: <ul style="list-style-type: none"> <li>• Generate and extend numerical patterns</li> <li>• Identify relationships between corresponding terms in two patterns.</li> <li>• Graph points in a coordinate plane.</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>• Generate and extend numerical patterns</li> <li>• Identify relationships between corresponding terms in two patterns.</li> <li>• Graph points in a coordinate plane.</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>• Generates and extends numerical patterns</li> <li>• Identifies relationships between corresponding terms in two patterns.</li> <li>• Graphs points in a coordinate plane.</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: <ul style="list-style-type: none"> <li>• Generates and extends numerical patterns</li> <li>• Identifies relationships between corresponding terms in two patterns.</li> <li>• Graphs points in a coordinate plane and uses them to represent and solve real world problems</li> </ul>

**Measurement and Data**

**1. Converts like measurement units. (MA.5.5.MD.A)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<b>Not Assessed at this Time</b>			
2	<b>Not Assessed at this Time</b>			
3	Unable or rarely able to: <ul style="list-style-type: none"> <li>Convert units within a given system</li> <li>Apply conversions to real world situations</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>Convert units within a given system</li> <li>Apply conversions to real world situations</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>Converts units within a given system</li> <li>Applies conversions to real world situations</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: <ul style="list-style-type: none"> <li>Convert units within a given system</li> <li>Apply conversions to real world situations</li> </ul>

**2. Represents and interprets data. (MA.5.5MD.B)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<b>Not Assessed at this Time</b>			
2	<b>Not Assessed at this Time</b>			
3	Unable or rarely able to: <ul style="list-style-type: none"> <li>Represent measurement data on a line plot with unit fraction intervals (1/2, 1/4, 1/8)</li> <li>Use learned operations on fractions to solve problems involving data presented on line plots</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>Represent measurement data on a line plot with unit fraction intervals (1/2, 1/4, 1/8)</li> <li>Use learned operations on fractions to solve problems involving data presented on line plots</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>Represents measurement data on a line plot with unit fraction intervals (1/2, 1/4, 1/8)</li> <li>Uses learned operations on fractions to solve problems involving data presented on line plots</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: <ul style="list-style-type: none"> <li>Represents measurement data on a line plot with unit</li> </ul>

				fraction intervals (1/2, 1/4, 1/8) <ul style="list-style-type: none"> <li>• Uses learned operations on fractions to solve problems involving data presented on line plot</li> </ul>
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**3. Understands volume and solves problems (MA.5.5.MD.C)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Not Assessed at this Time			
2	Not Assessed at this Time			
3	Unable or rarely able to: <ul style="list-style-type: none"> <li>• Solve problems involving volume of standard and composite shapes by using models and equations to represent the problem</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>• Solve problems involving volume of standard and composite shapes by using models and equations to represent the problem</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>• Solves problems involving volume of standard and composite shapes by using models and equations to represent the problem</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: <ul style="list-style-type: none"> <li>• Solves problems involving volume of standard and composite shapes by using models and equations to represent the problem</li> </ul>

**Numbers and Operations in Base Ten**

**1. Understands the Place Value System (MA.5.5 NBT.A)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to:	Needs prompting and support to:	Fluently:	Student meets all the criteria for “meets standards”, independently challenges



	<ul style="list-style-type: none"> <li>understand the relationships between the places in a multi-digit number</li> </ul>	<ul style="list-style-type: none"> <li>understand the relationships between the places in a multi-digit number</li> </ul>	<ul style="list-style-type: none"> <li>understands the relationships between the places in a multi-digit number</li> </ul>	him/herself, and makes insightful connections to other ideas and concepts while he/she: <ul style="list-style-type: none"> <li>understands the relationships between the places in a multi-digit number</li> </ul>
2	<b>NOT ASSESSED AT THIS TIME</b>			
3	<b>NOT ASSESSED AT THIS TIME</b>			

**2. Able to express numbers using the powers of ten. 5.NBT.A. 2**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to: <ul style="list-style-type: none"> <li>use whole number exponents to denote powers of 10</li> <li>explain patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>use whole number exponents to denote powers of 10</li> <li>explain patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>uses whole number exponents to denote powers of 10</li> <li>explains patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: <ul style="list-style-type: none"> <li>uses whole number exponents to denote powers of 10</li> <li>explains patterns in the number of zeros in the product or quotient when multiplying or dividing by powers of 10</li> </ul>
2	<b>NOT ASSESSED AT THIS TIME</b>			
3	<b>NOT ASSESSED AT THIS TIME</b>			

**3. Read, write, compare, and round decimals. 5.NBT.3**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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1	<p>Unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• read, write, and compare decimals to the thousandths</li> <li>• use place value understanding to round decimals to tenths and hundredths place</li> </ul>	<p>Needs prompting and support to:</p> <ul style="list-style-type: none"> <li>• read, write, and compare decimals to the thousandth</li> <li>• use place value understanding to round decimals to tenths and hundredths place</li> </ul>	<p>Fluently:</p> <ul style="list-style-type: none"> <li>• reads, writes, and compares decimals to the thousandths</li> <li>• uses place value understanding to round decimals to the thousandths place</li> </ul>	<p>Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she:</p> <ul style="list-style-type: none"> <li>• reads, writes, and compares decimals to the thousandths place and beyond</li> <li>• uses place value understanding to round decimals to the thousandths place and beyond</li> </ul>
2	<b>Not Assessed at this Time</b>			
3	<b>Not Assessed at this Time</b>			

**4. Add and Subtract Multi-digit whole numbers and decimals (5.NBT.B)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>Unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• Add and subtract whole numbers and decimals to the thousandths using the standard algorithm</li> <li>• Model, use place value concepts, and properties of operations to add or subtract problems with multi-digit whole numbers and decimals to the hundredths</li> </ul>	<p>Needs prompting and support to:</p> <ul style="list-style-type: none"> <li>• Add and subtract whole numbers and decimals to the thousandths using the standard algorithm</li> <li>• Model, use place value concepts, and properties of operations to add or subtract problems with multi-digit whole numbers and decimals to the hundredths</li> </ul>	<p>Fluently:</p> <ul style="list-style-type: none"> <li>• Adds and subtracts whole numbers and decimals to the thousandths using the standard algorithm</li> <li>• Models, uses place value concepts, and properties of operations to add or subtract problems with multi-digit whole numbers and decimals to the hundredths</li> </ul>	<p>Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she:</p> <ul style="list-style-type: none"> <li>• Adds and subtracts whole numbers and decimals to the thousandths place and beyond using the standard algorithm</li> </ul>

				<ul style="list-style-type: none"> <li>Models, uses place value concepts, and properties of operations to add or subtract problems with multi-digit whole numbers and decimals to the hundredths place and beyond</li> </ul>
2	Not Assessed at this Time			
3	Not Assessed at this Time			

**5. Multiply & Divide Multi-digit whole numbers (5.NBT.B)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>Unable or rarely able to:</p> <ul style="list-style-type: none"> <li>Multiply multi-digit whole numbers using the standard algorithm</li> <li>Model and use properties of operations to multiply multi-digit whole numbers</li> <li>Multiply multi-digit whole numbers to the thousandths using the standard algorithm</li> </ul>	<p>Needs prompting and support to:</p> <ul style="list-style-type: none"> <li>Multiply multi-digit whole numbers using the standard algorithm</li> <li>Model and use properties of operations to multiply multi-digit whole numbers</li> <li>Multiply multi-digit whole numbers to the thousandths using the standard algorithm</li> </ul>	<p>Fluently:</p> <ul style="list-style-type: none"> <li>Multiplies multi-digit whole numbers using the standard algorithm</li> <li>Models and uses properties of operations to multiply multi-digit whole numbers</li> <li>Multiplies multi-digit whole numbers to the thousandths using the standard algorithm</li> </ul>	<p>Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she:</p> <ul style="list-style-type: none"> <li>Multiplies multi-digit whole numbers using the standard algorithm</li> <li>Models and uses properties of operations to multiply multi-digit whole numbers</li> <li>Multiplies multi-digit whole numbers to the thousandths using the standard algorithm</li> </ul>
2	<p>Unable or rarely able to:</p> <ul style="list-style-type: none"> <li>Divide multi-digit whole numbers using the standard algorithm with up to a two-</li> </ul>	<p>Needs prompting and support to:</p> <ul style="list-style-type: none"> <li>Divide multi-digit whole numbers using the standard</li> </ul>	<p>Fluently:</p> <ul style="list-style-type: none"> <li>Divides multi-digit whole numbers using the standard algorithm with up to a two-</li> </ul>	<p>Student meets all the criteria for “meets standards”, independently challenges</p>

	digit divisor and three-digit dividend	algorithm with up to a two-digit divisor and three digit	digit divisor and three-digit dividend	him/herself, and makes insightful connections to other ideas and concepts while he/she:  <ul style="list-style-type: none"> <li>Divides multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three digit dividend</li> </ul>
3	Not Assessed at this Time			

**6. Multiply & Divide Multi-digit decimals (5.NBT.B)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable or rarely able to: <ul style="list-style-type: none"> <li>Model the multiplication of decimals to the hundredths</li> <li>Multiply multi-digit whole numbers and decimals to the thousandths using the standard algorithm</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>Model the multiplication of decimals to the hundredths</li> <li>Multiply multi-digit whole numbers and decimals to the thousandths using the standard algorithm</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>Models the multiplication of decimals to the hundredths</li> <li>Multiply multi-digit whole numbers and decimals to the thousandths using the standard algorithm</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: <ul style="list-style-type: none"> <li>Models the multiplication of decimals to the hundredths</li> <li>Multiply multi-digit whole numbers and decimals to the thousandths using the standard algorithm</li> </ul>
2	Unable or rarely able to: <ul style="list-style-type: none"> <li>Divide multi-digit whole numbers using the standard algorithm with up to a two-</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>Divide multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three digit</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>Divides multi-digit whole numbers using the standard algorithm with up to a two-</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes

	<p>digit divisor and three-digit dividend</p> <ul style="list-style-type: none"> <li>Divide decimals using the standard algorithm where a decimal appears in the divisor and dividend</li> </ul>	<ul style="list-style-type: none"> <li>Divide decimals using the standard algorithm where a decimal appears in the divisor and dividend</li> </ul>	<p>digit divisor and three-digit dividend</p> <ul style="list-style-type: none"> <li>Divides decimals using the standard algorithm where a decimal appears in the divisor and dividend</li> </ul>	<p>insightful connections to other ideas and concepts while he/she:</p> <ul style="list-style-type: none"> <li>Divides multi-digit whole numbers using the standard algorithm with up to a two-digit divisor and three digit dividend</li> <li>Divides decimals using the standard algorithm where a decimal appears in the divisor and dividend and can explain its relationship to multiplication</li> </ul>
3	Not Assessed at this Time			

**Number and Operations – Fractions**

**1. Adds and subtracts fractions and solves word problems. (MA.5.5.NF.A)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Not Assessed at this Time			
2	<p>Unable or rarely able to:</p> <ul style="list-style-type: none"> <li>Form equivalent fractions and simplify fractions using visual models, number lines, or divisibility rules</li> <li>Add and subtract fractions and mixed numbers with unlike denominators using the standard algorithm</li> </ul>	<p>Needs prompting and support to:</p> <ul style="list-style-type: none"> <li>Form equivalent fractions and simplify fractions using visual models, number lines, or divisibility rules</li> <li>Add and subtract fractions and mixed numbers with unlike denominators using the standard algorithm</li> </ul>	<p>Fluently:</p> <ul style="list-style-type: none"> <li>Forms equivalent fractions and simplifies fractions using visual models, number lines, or divisibility rules</li> <li>Adds and subtracts fractions and mixed numbers with unlike denominators using the standard algorithm</li> </ul>	<p>Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she:</p>

				<ul style="list-style-type: none"> <li>• Forms equivalent fractions and simplifies fractions using visual models, number lines, or divisibility rules</li> <li>• Adds and subtracts fractions and mixed numbers with unlike denominators using the standard algorithm and is able to construct viable arguments to explain answers and critique the reasoning of others</li> </ul>
3	<b>Not Assessed at this Time</b>			

**2. Apply previous understanding of multiplication and division to multiply and divide fractions (MA.5.5.NF.B)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<b>Not Assessed at this Time</b>			
2	<p><b>Unable or rarely able to:</b></p> <ul style="list-style-type: none"> <li>• Multiply fractions and whole numbers by a fraction using the standard algorithm or a model</li> <li>• Predict the size of a product when multiplying based on the size of the factors</li> <li>• Solve problems involving multiplication of fractions and mixed numbers by using equations and visual models</li> </ul>	<p><b>Needs prompting and support to:</b></p> <ul style="list-style-type: none"> <li>• Multiply fractions and whole numbers by a fraction using the standard algorithm or a model</li> <li>• Predict the size of a product when multiplying based on the size of the factors</li> <li>• Solve problems involving multiplication of fractions and mixed numbers by using equations and visual models</li> </ul>	<p><b>Fluently:</b></p> <ul style="list-style-type: none"> <li>• Multiplies fractions and whole numbers by a fraction using the standard algorithm or a model</li> <li>• Predicts the size of a product when multiplying based on the size of the factors</li> <li>• Solves problems involving multiplication of fractions and mixed numbers by using equations and visual models</li> </ul>	<p><b>Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she:</b></p> <ul style="list-style-type: none"> <li>• Multiplies fractions and whole numbers by a fraction using the standard algorithm or a model</li> </ul>

	<ul style="list-style-type: none"> <li>• Compute quotients of fractions by using equations or models</li> </ul>	<ul style="list-style-type: none"> <li>• Compute quotients of fractions by using equations or models</li> </ul>	<ul style="list-style-type: none"> <li>• Computes quotients of fractions by using equations or models</li> </ul>	<ul style="list-style-type: none"> <li>• Predicts the size of a product when multiplying based on the size of the factors</li> <li>• Solves problems involving multiplication of fractions and mixed numbers by using equations and visual models</li> <li>• Computes quotients of fractions by using equations or models</li> </ul>
3	<b>Not Assessed at this Time</b>			

**Geometry**

**1. Graphs points on a coordinate plane to solve real-world and mathematical problems (MA.5.5.G.A)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<b>Not Assessed at this Time</b>			
2	<b>Not Assessed at this Time</b>			
3	Unable or rarely able to: <ul style="list-style-type: none"> <li>• Locate and plot points in the first quadrant of the coordinate plane</li> <li>• Find the length and vertical segments in the first quadrant</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>• Locate and plot points in the first quadrant of the coordinate plane</li> <li>• Find the length and vertical segments in the first quadrant</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>• Locates and plots points in the first quadrant of the coordinate plane</li> <li>• Finds the length and vertical segments in the first quadrant</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she:

	<ul style="list-style-type: none"> <li>Solve problems involving data represented graphs and tables of ordered pairs</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems involving data represented graphs and tables of ordered pairs</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems involving data represented graphs and tables of ordered pairs</li> </ul>	<ul style="list-style-type: none"> <li>Locates and plots points in the first quadrant of the coordinate plane and other quadrants</li> <li>Finds the length and vertical segments in the first quadrant</li> <li>Solves problems involving data represented graphs and tables of ordered pairs</li> </ul>
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**2. Classify two-dimensional figures based on their properties (MA.5.5.G.B)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<b>1</b>	<b>Not Assessed at this Time</b>			
<b>2</b>	<b>Not Assessed at this Time</b>			
<b>3</b>	Unable or rarely able to: <ul style="list-style-type: none"> <li>Describe the attributes of two-dimensional figures using proper mathematical vocabulary</li> <li>Classify and sort two-dimensional figures in a hierarchy by their attributes</li> </ul>	Needs prompting and support to: <ul style="list-style-type: none"> <li>Describe the attributes of two-dimensional figures using proper mathematical vocabulary</li> <li>Classify and sort two-dimensional figures in a hierarchy by their attributes</li> </ul>	Fluently: <ul style="list-style-type: none"> <li>Describes the attributes of two-dimensional figures using proper mathematical vocabulary</li> <li>Classifies and sorts two-dimensional figures in a hierarchy by their attributes</li> </ul>	Student meets all the criteria for “meets standards”, independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: <ul style="list-style-type: none"> <li>Describes the attributes of two-dimensional figures using proper mathematical vocabulary</li> <li>Classifies and sorts two-dimensional figures in a hierarchy by their attributes</li> </ul>

**Mathematical Practices**



**1. Makes sense of problems and perseveres in solving them**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	When given a problem, student is unable to: <ul style="list-style-type: none"> <li>• Make a plan to solve it</li> <li>• apply strategies to solve the problem</li> <li>• determine if it makes sense</li> <li>• check the work</li> </ul>	When given a problem, student, with prompting and support, is sometimes able to: <ul style="list-style-type: none"> <li>• make a plan to solve it</li> <li>• apply strategies to solve the problem</li> <li>• determine if it makes sense</li> <li>• check the work</li> <li>• persevere to solve the problem accurately</li> </ul>	When given a problem, student is consistently able to: <ul style="list-style-type: none"> <li>• make a plan to solve it</li> <li>• apply strategies to solve the problem</li> <li>• determine if it makes sense</li> <li>• check the work</li> <li>• persevere to solve the problem accurately</li> </ul>	When given a problem, student is consistently and independently able to: <ul style="list-style-type: none"> <li>• make a plan to solve it</li> <li>• apply strategies to solve the problem</li> <li>• determine if it makes sense</li> <li>• check the work</li> <li>• persevere to solve the problem accurately</li> <li>• suggest at least one other way to solve the problem</li> </ul>

**2. Reasons abstractly and quantitatively**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	Student is unable or rarely able to: <ul style="list-style-type: none"> <li>• select effective strategy</li> <li>• identify appropriate operations</li> <li>• mathematically compute the correct answer</li> </ul>	Student sometimes: <ul style="list-style-type: none"> <li>• selects effective strategy</li> <li>• identifies appropriate operations</li> <li>• mathematically computes the correct answer</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• selects effective strategy</li> <li>• identifies appropriate operations</li> <li>• mathematically computes the correct answer</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• interprets the task and applies appropriate operations</li> <li>• computes accurately on more complex problems</li> <li>• makes connections to other mathematical ideas or contexts</li> </ul>

**3. Constructs viable mathematical arguments**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
All	Student is unable or rarely able to:	Student sometimes but not consistently:	Student consistently:	Student consistently: <ul style="list-style-type: none"> <li>• communicates all mathematical thinking</li> </ul>

<ul style="list-style-type: none"> <li>communicate mathematical thinking with accurate vocabulary</li> <li>communicate logical arguments that follow a clear and coherent path throughout the problem</li> </ul>	<ul style="list-style-type: none"> <li>communicates all mathematical thinking with accurate vocabulary</li> <li>communicates logical arguments that follow a clear and coherent path throughout the problem</li> </ul>	<ul style="list-style-type: none"> <li>communicates all mathematical thinking with accurate vocabulary</li> <li>communicates logical arguments that follow a clear and coherent path throughout the problem</li> </ul>	<p>precisely and with accurate vocabulary</p> <ul style="list-style-type: none"> <li>communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense</li> </ul>
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**4. Models with mathematics**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>use representations that are effective</li> <li>use appropriate representations that are complete</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>uses representations that are effective</li> <li>uses appropriate representations that are complete</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>uses representations that are effective</li> <li>uses appropriate representations that are complete</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>uses representations that are both elegant and insightful</li> <li>uses appropriate representations on more complex problems</li> </ul>

**Science**

Trimester One

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p>Matter and Its Interactions</p> <p>Motion &amp; Stability: Forces and Interactions</p>	<ul style="list-style-type: none"> <li>Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>Student has not demonstrated an adequate ability to support understanding through modeling (using measuring</li> </ul>	<ul style="list-style-type: none"> <li>Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>Student needs prompting and support to demonstrate an adequate understanding</li> </ul>	<ul style="list-style-type: none"> <li>Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>Student is able to thoroughly and accurately demonstrate understanding through</li> </ul>	<ul style="list-style-type: none"> <li>Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> </ul>

	and/or graphing) and/or investigation	through modeling (using measuring and/or graphing) and/or investigation	modeling and/or investigation	<ul style="list-style-type: none"> <li>Student's ideas for modeling and investigating are insightful, engaging, and advanced.</li> </ul>
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Trimester Two

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p>From Molecules to Organisms: Structures and Processes (Energy in Organisms)</p> <p>Ecosystems: Interactions, Energy &amp; Dynamics (Ecosystem Dynamics)</p>	<ul style="list-style-type: none"> <li>Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation</li> </ul>	<ul style="list-style-type: none"> <li>Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways.</li> <li>Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>Student's ideas for modeling and investigating are insightful, engaging, and advanced.</li> </ul>

Trimester Three

Topics	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Earth’s Place in the Universe (Earth & the Universe)  Earth’s Systems  Earth and Human Activity (Human Impacts)	<ul style="list-style-type: none"> <li>• Student has not demonstrated an adequate understanding of the content and is still developing the required skills.</li> <li>• Student has not demonstrated an adequate ability to compose open-ended responses.</li> <li>• Student has not demonstrated an adequate ability to support understanding through modeling (using measuring and/or graphing) and/or investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills with prompting or assistance.</li> <li>• Student has demonstrated understanding of open-ended responses, which may lack necessary detail. May need prompting and support.</li> <li>• Student needs prompting and support to demonstrate an adequate understanding through modeling (using measuring and/or graphing) and/or investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has demonstrated understanding of the content and can practice the skills independently.</li> <li>• Student has demonstrated the ability to compose detailed and proficient open-ended responses.</li> <li>• Student is able to thoroughly and accurately demonstrate understanding through modeling and/or investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.</li> <li>• Student’s ideas for modeling and investigating are insightful, engaging, and advanced.</li> </ul>

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**Science Inquiry and Engineering - All Semesters**

<b>Needs Support</b>	<b>Approaching Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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<p>Student is unable, even with prompting to:</p> <ul style="list-style-type: none"> <li>Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts.</li> <li>Construct arguments which support scientific concepts based on evidence</li> <li>Apply scientific concepts to real world scenarios</li> <li>Contribute to class discussions and activities.</li> </ul>	<p>With prompting and support student is able to:</p> <ul style="list-style-type: none"> <li>Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts.</li> <li>Construct arguments which support scientific concepts based on evidence</li> <li>Apply scientific concepts to real world scenarios</li> <li>Contribute to class discussions and activities.</li> </ul>	<p>Student is able to consistently:</p> <ul style="list-style-type: none"> <li>Utilize scientific inquiry by engaging in activities that lead to an understanding of scientific concepts.</li> <li>Construct arguments which support scientific concepts based on evidence</li> <li>Apply scientific concepts to real world scenarios</li> <li>Contribute to class discussions and activities.</li> </ul>	<p>Student meets all criteria for “Meets Standards” and independently challenges him/herself, and makes insightful connections to other ideas and concepts when:</p> <ul style="list-style-type: none"> <li>Utilizing scientific inquiry by engaging in activities that lead to an understanding of scientific concepts.</li> <li>Constructing arguments which support scientific concepts based on evidence</li> <li>Applying scientific concepts to real world scenarios</li> <li>Contributing to class discussions and activities.</li> </ul>
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**Music**

**1. Demonstrates Understanding of skills & concepts (Singing/Melody; Beat/Rhythm; Expression)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<p>Student is not able to:</p> <ul style="list-style-type: none"> <li>Decode, perform, and create melodic patterns and songs</li> <li>Decode, perform and create rhythms</li> <li>Use appropriate musical expressive qualities</li> </ul>	<p>Student is beginning to:</p> <ul style="list-style-type: none"> <li>Decode, perform, and create melodic patterns and songs</li> <li>Decode, perform and create rhythms</li> <li>Use appropriate musical expressive qualities</li> </ul>	<p>Student meets the following standards with frequent accuracy:</p> <ul style="list-style-type: none"> <li>Decodes, performs, and creates melodic patterns and songs</li> <li>Decodes, performs, and creates rhythms</li> <li>Uses appropriate musical expressive qualities</li> </ul>	<p>Student meets the following standards with consistent accuracy:</p> <ul style="list-style-type: none"> <li>Decodes, performs, and creates melodic patterns and songs</li> <li>Decodes, performs, and creates rhythms</li> <li>Uses appropriate musical expressive qualities</li> </ul>

**2. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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ALL	Student rarely meets expectations at benchmark level	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Is prepared for class</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Is prepared for class</li> </ul>
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**Physical Education/Health**

**1. Demonstrates competency in movement skills & concepts**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Demonstrates proficiency in the following areas: <ul style="list-style-type: none"> <li>• Safety</li> <li>• Wellness</li> <li>• Participate with skill in a variety of activities.</li> <li>• Selection of appropriate strategies to accomplish activities</li> <li>• Knows when, why, and how to use strategies and tactics within a game.</li> <li>• Knows the components of fitness and how these relate to overall fitness status.</li> </ul>	Student consistently demonstrates above-level proficiency in all of the concepts and skills listed at benchmark

**2. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> </ul>

			<ul style="list-style-type: none"> <li>• Respects rules, routines, and procedures</li> <li>• Demonstrates sportsmanship</li> <li>• Participates in activities</li> <li>• Engages in activities</li> <li>• Is prepared for class</li> </ul>	<ul style="list-style-type: none"> <li>• Respects rules, routines and procedures</li> <li>• Demonstrates sportsmanship</li> <li>• Is prepared for class</li> <li>• Displays enthusiasm</li> <li>• Displays leadership abilities</li> </ul>
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**Art**

**1. Demonstrates Understanding of skills & concepts**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<b>ALL</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Demonstrates Proficiency in the following: <ul style="list-style-type: none"> <li>• Basic elements of art</li> <li>• Principals of design</li> <li>• Understanding cultural influences</li> <li>• Control of the media being used</li> <li>• Plans, creates, critiques and revises pieces of artwork</li> <li>• Demonstrates original ideas.</li> </ul>	Student consistently and independently demonstrates understanding in the following areas: <ul style="list-style-type: none"> <li>• Basic elements of art</li> <li>• Principals of design</li> <li>• Understanding cultural influences</li> <li>• Control of the media being used</li> <li>• Plans, creates, critiques and revises pieces of artwork</li> <li>• Demonstrates original ideas.</li> </ul>

**2. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<b>ALL</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Engages in activities</li> <li>• Is prepared for class</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines and procedures</li> <li>• Is prepared for class</li> <li>• Displays enthusiasm</li> <li>• Displays leadership abilities</li> </ul>



**Technology**

**1. Demonstrates Understanding of skills & concepts**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>ALL</b>	<ul style="list-style-type: none"> <li>Student rarely meets expectations at benchmark level.</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes meets expectations listed at benchmark level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding and application of various technology programs and the processing skills within them</li> <li>Navigates the internet in order to collect and organize accurate and appropriate information to solve problems</li> <li>Creates and designs multimedia to support presentations.</li> <li>Student can name ways to use the internet safely.</li> <li>Student can touch type, uses desktop publishing programs, databases and virtual environments.</li> </ul>	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> <li>Thinks critically about the selection and application of software programs across disciplines</li> <li>Efficiently searches and critically evaluates web resources for accurate and appropriate information to solve problems</li> <li>Incorporates new ideas to design sophisticated yet effective multimedia presentations (e.g. animations, video, sound)</li> </ul>

**2. Participates with effort, cooperates, follows directions**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>ALL</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	<p>Student usually:</p> <ul style="list-style-type: none"> <li>Listens in class</li> <li>Focuses on a given task</li> <li>Respects rules, routines, and procedures</li> <li>Participates in activities</li> <li>Engages in activities</li> <li>Is prepared for class</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>Listens in class</li> <li>Focuses on a given task</li> <li>Respects rules, routines and procedures</li> <li>Is prepared for class</li> <li>Displays enthusiasm</li> <li>Displays leadership abilities</li> </ul>

**World Language**

**1. Demonstrates Understanding of skills & concepts**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
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<p><b>ALL</b></p>	<ul style="list-style-type: none"> <li>• Student rarely meets expectations at benchmark level.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes meets expectations listed at benchmark level.</li> </ul>	<p>Student meets the following standards with frequent accuracy:</p> <ul style="list-style-type: none"> <li>• Recognizes familiar spoken and written words and phrases related to target themes</li> <li>• Matches vocabulary orally and in writing with pictures</li> <li>• Follows simple directions and commands in target language</li> <li>• Orally exchanges basic information in conversation</li> <li>• Expresses self through the use of culturally relevant gestures</li> <li>• Understands and interprets spoken language directly related to themes presented</li> <li>• Participates in activities</li> </ul>	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> <li>• Recognizes familiar spoken and written words and phrases related to target themes</li> <li>• Matches vocabulary orally and in writing with pictures</li> <li>• Follows simple directions and commands in target language</li> <li>• Orally exchanges basic information in conversation</li> <li>• Expresses self through the use of culturally relevant gestures</li> <li>• Understands and interprets spoken language directly related to themes presented</li> </ul> <p>Participates in activities</p>
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**2. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
<p><b>ALL</b></p>	<p>Student rarely meets expectations at benchmark level.</p>	<p>Student sometimes meets expectations listed at benchmark level.</p>	<p>Student usually:</p> <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Engages in activities</li> <li>• Is prepared for class</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines and procedures</li> <li>• Is prepared for class</li> <li>• Displays enthusiasm</li> <li>• Displays leadership abilities</li> </ul>