

Springfield Grading Benchmarks – FIFTH GRADE

READING

1) Independent Reading Level

Trimester	1	2	3	4
1 st	Student has achieved reading success at Level Q or below.	Student has achieved reading success at Level R.	Student has achieved reading success at Level S.	Student has achieved reading success at Level T or above.
2 nd	Student has achieved reading success at Level R or below.	Student has achieved reading success at Level S.	Student has achieved reading success at Level T.	Student has achieved reading success at Level U or above.
3 rd	Student has achieved reading success at Level S or below.	Student has achieved reading success at Level T.	Student has achieved reading success at Level U.	Student has achieved reading success at Level V or above.
<i>Reading level based on Fountas & Pinnell Expectations for Reading.</i>				

2) Uses reading strategies to comprehend text across the curriculum (rereads, visualizes, draws conclusions).

Proficiency Levels	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student applies few comprehension strategies before, during, and after reading. • Student often does not recognize when meaning has been disrupted. • Student displays little relevant thinking through discussion, notes, and writing about ideas in text. 	<ul style="list-style-type: none"> • Student applies some comprehension strategies before, during, or after reading; sometimes recognizes when meaning is disrupted. • Student displays some relevant thinking about ideas through discussion, notes, and writing. • Responses demonstrate a partial understanding of texts. 	<ul style="list-style-type: none"> • Student applies comprehension strategies before, during, and after reading of texts at student's reading level. • Student recognizes when meaning is disrupted, chooses and uses fix-up strategies. • Discussion, notes, and writing reveal relevant thinking and understanding of texts. 	<ul style="list-style-type: none"> • Student applies comprehension strategies to extend and enhance thinking before, during, and after reading texts. • Student displays relevant and original thinking about ideas in texts through discussion, notes and writing. • Student recognizes when meaning is disrupted and applies multiple fix-up strategies.

Springfield Grading Benchmarks – FIFTH GRADE

3) Reads with comprehension: Literal (identifies main idea, and concepts presented in text).

Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student demonstrates little or no understanding of nonfiction texts. • Student demonstrates a weak understanding of fictional texts. • Retelling and responses of texts include a few minor and unrelated details that are stated in the text. • Student does not apply comprehension skills. • Student asks and answers a few literal questions. • Retelling and responses include a few minor and unrelated details that are stated in the text. 	<ul style="list-style-type: none"> • Student demonstrates a partial literal understanding of nonfiction texts. • Student demonstrates a partial understanding of fictional texts. • Retelling and responses to texts include some relevant details that are stated in the text. • Student identifies and minimally describes some story elements. • Student inconsistently uses text features and applies skill. • Student asks and answers some literal questions. • Literal retelling and responses from texts at student’s reading level. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of nonfiction and fictional texts. • Retelling and responses identify relevant ideas and details stated in the text. • Student uses text features and applies skills. • Student asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of texts at the student’s reading level. • Student identifies the genres of stories read. • Literal retelling and responses from texts at student’s reading level. • Student cites specific support to assist in interpretation of text. 	<ul style="list-style-type: none"> • Student demonstrates a thorough literal understanding of nonfiction and fictional texts. • Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. • Student describes, compares, and explains story structure, elements, and how they change across the text. • Student analyzes text features and applies skills. • Student asks and answers literal questions to identify main ideas, relevant details, the author’s purpose, and author’s message within sections of the text and in two related texts. • Literal retelling and responses from texts at student’s reading level. • Student cites specific support to assist in interpretation of text.

Springfield Grading Benchmarks – FIFTH GRADE

4) Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence).

Demonstrates successful understanding of the text through inferences, predictions, conclusion, and supports with evidence.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student demonstrates a weak inferential understanding of texts and shows difficulty retelling and responding. • Student makes few relevant predictions or inferences. • Student does not find or use clues to identify implied ideas and information. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of texts through retellings and responses. • Student finds some text-based clues. • Student explains a few implied ideas. • Student makes some relevant connections, predictions, and inferences. • Student applies some inferential thinking skills. 	<ul style="list-style-type: none"> • Student demonstrates inferential understanding of texts through retellings and responses. • Student finds and uses text-based clues to uncover and explain implied or partially stated ideas. • Student makes relevant inferences and draws conclusions to analyze text. • Student applies inferential thinking skills and evaluates stated ideas in texts. • Student cites specific text details and examples to assist in interpretation of higher level text. 	<ul style="list-style-type: none"> • Student demonstrates insightful inferential understanding of texts through retellings and responses. • Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated, or confusing ideas in the text. • Student evaluates ideas and information that are implied or partially stated. • Student applies inferential thinking skills. • Student cites specific text details and examples to assist in interpretation of higher level questions with increasing depth.

Springfield Grading Benchmarks – FIFTH GRADE

5) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1 st	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes or more, using available opportunities to extend reading time.
2nd	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for 30 or more minutes, using available opportunities to extend reading time.
3rd	Student is unable or rarely able to sustain attention for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student sustains attention during independent reading for 40 minutes.	Student consistently sustains attention during independent reading for 40 or more minutes, using available opportunities to extend reading time.

Springfield Grading Benchmarks – FIFTH GRADE

6) Reads with fluency (expression, phrasing, rate, accuracy).

⇒ Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Lack of fluent reading is evident. Reading of leveled texts is very choppy and slow. Student attends to some spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> Reading is somewhat fluent. Student reads either very slowly or very quickly. Reading is choppy some of the time. Student may inaccurately phrase words. Student attends to some ending punctuation. Student uses very little or no expression matched to meaning. 	<ul style="list-style-type: none"> Student demonstrates fluent reading. Student reads accurately. Student uses phrases to read longer sentences. Student attends to some internal punctuation and most ending punctuation. Expression is matched to text. 	<ul style="list-style-type: none"> Student demonstrates fluent and accurate reading. Student attends to and uses phrasing to read longer and more complex sentences. Student attends to internal and ending punctuation. Expression supports understanding.

7) Written responses include supportive evidence from the text.

Trimester	1	2	3	4
ALL	Student's written response reflects little understanding of the text read and contains little text evidence.	Student's written response reflects a literal understanding of the text read, supported by some text evidence.	Student's written response reflects literal and inferential understanding of the text read, with text evidence.	Student's written response reflects an interpretive, deeper meaning of the text read (theme, analysis), supported by text evidence.

Springfield Grading Benchmarks – FIFTH GRADE

WRITING

1) Produces writing appropriate to task, purpose and audience.

Trimester	1	2	3	4
ALL	<p>Student is unable to produce clear writing appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Opinion pieces on topics/texts supporting a point of view with reasons and information • Informative texts to examine a topic and convey ideas and information clearly • Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 	<p>Student produces some clear and coherent writing in which the development and organization is appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Opinion pieces on topics/texts supporting a point of view with reasons and information • Informative texts to examine a topic and convey ideas and information clearly • Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 	<p>Student produces clear and coherent writing in which the development and organization is appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Opinion pieces on topics/texts supporting a point of view with reasons and information • Informative texts to examine a topic and convey ideas and information clearly • Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 	<p>Student produces exceptionally clear and coherent writing in which the development and organization is appropriate to task, purpose and audience such as:</p> <ul style="list-style-type: none"> • Opinion pieces on topics/texts supporting a point of view with reasons and information • Informative texts to examine a topic and convey ideas and information clearly • Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

Springfield Grading Benchmarks – FIFTH GRADE

2) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1 st	Student is unable to write independently for 20 minutes.	Student is approaching an independent writing stamina of 20 minutes.	Student can consistently write independently for 20 minutes.	Student consistently writes independently for 20 minutes or more, using available opportunities to extend writing time.
2nd	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for 30 or more minutes, using available opportunities to extend writing time.
3rd	Student is unable to write independently for 40 minutes.	Student is approaching an independent writing stamina of 40 minutes.	Student can consistently write independently for 40 minutes.	Student consistently writes independently for 40 or more minutes, using available opportunities to extend writing time.

3) Writes with organization, focus, and clarity.

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> • Student rarely plans, revises, edits, rewrites, or tries a new approach. • Student does not use an organizational pattern or format relevant to units of study. • Beginnings and endings are either not evident or 	<ul style="list-style-type: none"> • Student is beginning to develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. • Student uses some organizational patterns and formats relevant to units of study. 	<ul style="list-style-type: none"> • Student develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach. • Student uses organizational patterns relevant to units of study. • Student uses a relevant 	<ul style="list-style-type: none"> • Student independently develops and strengthens writing by planning, revising, editing, rewriting, or trying a variety of new approaches, utilizing mentor texts to guide and deepen their writing. • Student chooses and uses varied organizational patterns

Springfield Grading Benchmarks – FIFTH GRADE

	<p>very weak.</p> <ul style="list-style-type: none"> • Few ideas are in logical order. • Student uses few complete sentences. 	<ul style="list-style-type: none"> • Student uses a brief beginning or ending. • Some ideas are in logical order. • Student uses some complete sentences. • Student uses few compound or complex sentences. 	<p>beginning, middle, and conclusion.</p> <ul style="list-style-type: none"> • Ideas are organized in logical order. • Student uses complete simple and compound sentences. • Sentences are organized into well-ordered paragraphs. • Student uses some transition words to connect idea. 	<p>and formats that are well-suited to units of study.</p> <ul style="list-style-type: none"> • Student uses an engaging introduction, body or middle, and conclusion. • Ideas are organized in logical order. • Student uses complete simple, compound, and complex sentences. • Sentences are organized into well-ordered paragraphs and sections. • Student uses transition words to connect sentences and paragraphs.
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4) Elaborates by using details and descriptions.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student uses simple, below-grade-level vocabulary. • Student repeats words and phrases. • Student’s writing reveals little of the writer’s feeling or personality. • Tone or style of writing is not evident. 	<ul style="list-style-type: none"> • Student uses some grade-level vocabulary. • Student’s writing reveals some of the writer’s feelings or personality. • Student uses some words, phrases, or other techniques to partially reveal tone and style. • Expression and style may be partially appropriate to the genre. 	<ul style="list-style-type: none"> • Student uses grade-level vocabulary that is appropriate. • Student uses words that are specific, interesting, and vivid. • Word choice and expression are appropriate to the genre or topic. • Student’s writing maintains consistency in style and tone, as taught in units of study. 	<ul style="list-style-type: none"> • Student tries out and uses interesting and sophisticated above-grade-level vocabulary. • Student chooses and uses words and phrases that are specific, interesting, and vivid. • Student uses figurative language. • The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.

Springfield Grading Benchmarks – FIFTH GRADE

5) Applies grade-appropriate mechanics and grammar.

Trimester	1	2	3	4
ALL	<p>Student rarely applies correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> • Conjunctions • Prepositions • Interjections • Perfect verb tenses • Correlative conjunctions • Verb tense shifts • Punctuation to separate items in a series • Commas • Underlining, quotation marks, or italics for titles of works • Expand, combine, and reduce sentences for meaning, interest, and style 	<p>Student is beginning to apply correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> • Conjunctions • Prepositions • Interjections • Perfect verb tenses • Correlative conjunctions • Verb tense shifts • Punctuation to separate items in a series • Commas • Underlining, quotation marks, or italics for titles of works • Expand, combine, and reduce sentences for meaning, interest, and style 	<p>Student applies correct grammar, usage, and mechanics including:</p> <ul style="list-style-type: none"> • Conjunctions • Prepositions • Interjections • Perfect verb tenses • Correlative conjunctions • Verb tense shifts • Punctuation to separate items in a series • Commas • Underlining, quotation marks, or italics for titles of works • Expand, combine, and reduce sentences for meaning, interest, and style 	<p>Student consistently applies grammar, usage, and mechanics skills and edits independently.</p> <ul style="list-style-type: none"> • Conjunctions • Prepositions • Interjections • Perfect verb tenses • Correlative conjunctions • Verb tense shifts • Punctuation to separate items in a series • Commas • Underlining, quotation marks, or italics for titles of works • Expand, combine, and reduce sentences for meaning, interest, and style

6) Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely uses reference materials as needed to support correct spelling in written work. • Student rarely applies patterns and generalizations 	<ul style="list-style-type: none"> • Student is beginning to use reference materials as needed to support correct spelling in written work. • Student is beginning to apply patterns and 	<ul style="list-style-type: none"> • Student uses reference materials as needed to support correct spelling in written work. • Student applies patterns and generalizations to spell 	<p>Student consistently applies patterns and generalizations spell words correctly in written work.</p>

Springfield Grading Benchmarks – FIFTH GRADE

	to spell words correctly. <ul style="list-style-type: none"> Student rarely uses the word wall as a tool to apply correct spelling to his/her work. 	generalizations to spell words correctly. <ul style="list-style-type: none"> Student is beginning to use the word wall as a tool to apply correct spelling to his/her work. 	words correctly. <ul style="list-style-type: none"> Student uses the word wall as a tool to apply correct spelling to his/her work. 	
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7) Applies writing skills and the writing process across the curriculum.

Trimester	1	2	3	4
ALL	Student rarely or never applies writing skills (ex. rarely rereads or revises) in other curricular areas when appropriate.	Student sometimes applies writing skills (ex. sometimes rereads, revises part of writing, may add or delete a few words, student requires teacher support) in other curricular areas when appropriate.	Student applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.	Student consistently applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.

8) Uses technology to produce and publish writing.

Trimester	1	2	3	4
1 st & 2 nd	<ul style="list-style-type: none"> Student can only use technology with constant guidance and support to produce and publish writing Student demonstrates little or no command of keyboarding skills 	<ul style="list-style-type: none"> Student uses technology with frequent guidance and support to produce and publish writing Student demonstrates some command of keyboarding skills and is progressing towards typing a minimum of one page in a single sitting 	<ul style="list-style-type: none"> Student uses technology with some guidance and support to produce and publish writing Student demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single sitting 	<ul style="list-style-type: none"> Student independently uses technology to produce and publish writing Student consistently demonstrates exceptional command of keyboarding skills to type a minimum of one page in a single sitting

Springfield Grading Benchmarks – FIFTH GRADE

3 rd	<ul style="list-style-type: none"> • Student can only use technology with constant guidance and support to produce and publish writing. • Student demonstrates little command of keyboarding skills and is not progressing. 	<ul style="list-style-type: none"> • Student uses technology with frequent guidance and support to produce and publish writing. • Student demonstrates some command of keyboarding skills and is progressing towards typing a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> • Student uses technology with some guidance and support to produce and publish writing. • Student demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> • Student independently uses technology to produce and publish writing. • Student consistently demonstrates exceptional command of keyboarding skills to type a minimum of two pages in a single sitting.
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LISTENING AND SPEAKING

1) Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely uses grade-appropriate academic vocabulary. • Student rarely uses grade-appropriate conventions of standard English grammar and usage. • Student rarely makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student occasionally uses grade-appropriate academic vocabulary. • Student occasionally uses grade-appropriate conventions of standard English grammar and usage. • Student occasionally makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> • Student consistently uses grade-appropriate academic vocabulary. • Student consistently uses grade-appropriate conventions of standard English grammar and usage. • Student consistently makes effective choices about language and sentence structure for meaning and style. 	<p>Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.</p>

2) Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely reports on 	<ul style="list-style-type: none"> • Student occasionally reports 	<ul style="list-style-type: none"> • Student consistently reports 	<p>Student has achieved grade-</p>

Springfield Grading Benchmarks – FIFTH GRADE

	<p>events, topics, or text in an organized manner.</p> <ul style="list-style-type: none"> • Student rarely poses or responds to questions or builds on the ideas of previous speakers. • Student rarely acknowledges new information provided by others or incorporates it into his/her own thinking as appropriate. 	<p>on events, topics, and text in an organized manner.</p> <ul style="list-style-type: none"> • Student occasionally poses and responds to questions, and builds on the ideas of previous speakers. • Student occasionally acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. 	<p>on events, topics, and text in an organized manner.</p> <ul style="list-style-type: none"> • Student consistently poses and responds to questions, and builds on the ideas of previous speakers. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. 	<p>level expectations, and draws conclusions based on the ideas of others, incorporating them into his/her own thinking as appropriate.</p>
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3) Paraphrases key information presented in various forms and subject.

Trimester	1	2	3	4
ALL	Student can rarely paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student can occasionally paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Student can consistently paraphrase the key information or ideas presented graphically, visually, orally, or multimodality.	Students has achieved grade-level expectations and extends details to support ideas presented graphically, visually, orally, or multimodality.

Springfield Grading Benchmarks – FIFTH GRADE

MATHEMATICS

Operations and Algebraic Thinking

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable or rarely able to write and interpret numerical expressions (can use symbols such as parentheses, brackets or braces to evaluate expressions; can write simple expressions and interpret without evaluating them) • Student is unable or rarely able to analyze patterns and relationships (can generate two numerical patterns using two given rules and identify relationships and graph on a coordinate plane) 	<ul style="list-style-type: none"> • Student demonstrates partial understanding when writing and interpreting numerical expressions (can use symbols such as parentheses, brackets or braces to evaluate expressions; can write simple expressions and interpret without evaluating them) • Student demonstrates partial understanding when analyzing patterns and relationships (can generate two numerical patterns using two given rules and identify relationships and graph on a coordinate plane) 	<ul style="list-style-type: none"> • Student consistently writes and interprets numerical expressions (can use symbols such as parentheses, brackets or braces to evaluate expressions; can write simple expressions and interpret without evaluating them) • Student consistently analyzes patterns and relationships (can generate two numerical patterns using two given rules and identify relationships and graph on a coordinate plane) 	<ul style="list-style-type: none"> • Student consistently writes and interprets numerical expressions (can use symbols such as parentheses, brackets or braces to evaluate expressions; can write simple expressions and interpret without evaluating them) and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently analyzes patterns and relationships (can generate two numerical patterns using two given rules and identify relationships and graph on a coordinate plane) and makes insightful connections to other ideas and concepts and independently challenges

Springfield Grading Benchmarks – FIFTH GRADE

				himself/herself
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student in unable or rarely able to apply a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student consistently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student consistently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Springfield Grading Benchmarks – FIFTH GRADE

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

Number and Operations

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Student is unable or rarely able to understand the place value system (digit in one place is 10x as much as the number to the right and 1/10 of the number to the left; explain number patterns with zeros and powers of ten when multiplying and dividing; can read, write and compare decimals to thousandths; can round decimals to any place) Student is unable or rarely able to perform operations with multi-digit whole numbers and with decimals to hundredths (can 	<ul style="list-style-type: none"> Student demonstrates partial understanding of the place value system (digit in one place is 10x as much as the number to the right and 1/10 of the number to the left; explain number patterns with zeros and powers of ten when multiplying and dividing; can read, write and compare decimals to thousandths; can round decimals to any place) Student demonstrates partial understanding when performing operations with multi-digit whole numbers and with decimals to 	<ul style="list-style-type: none"> Student consistently understands the place value system (digit in one place is 10x as much as the number to the right and 1/10 of the number to the left; explain number patterns with zeros and powers of ten when multiplying and dividing; can read, write and compare decimals to thousandths; can round decimals to any place) Student consistently performs operations with multi-digit whole numbers and with decimals to hundredths (can multiply multi-digit whole numbers; 	<ul style="list-style-type: none"> Student consistently understands the place value system (digit in one place is 10x as much as the number to the right and 1/10 of the number to the left; explain number patterns with zeros and powers of ten when multiplying and dividing; can read, write and compare decimals to thousandths; can round decimals to any place) and makes insightful connections to other ideas and concepts and independently challenges himself/herself Student consistently

Springfield Grading Benchmarks – FIFTH GRADE

	<p>multiply multi-digit whole numbers; can divide up to four-digit dividends and two-digit divisors using strategies; can add, subtract, multiply and divide decimals to hundredths)</p> <ul style="list-style-type: none"> • Student is unable or rarely able to use equivalent fractions as a strategy to add and subtract fractions (can add and subtract fractions with unlike denominators; can solve word problems involving addition and subtraction of fractions) • Student is unable or rarely able to apply and extend previous understandings of multiplication and division to multiply and divide fractions (can interpret a fraction as division of the numerator by the denominator and solve word problems leading to answers in the form of fractions; can multiply a fraction or whole number by a 	<p>hundredths (can multiply multi-digit whole numbers; can divide up to four-digit dividends and two-digit divisors using strategies; can add, subtract, multiply and divide decimals to hundredths)</p> <ul style="list-style-type: none"> • Student demonstrates partial understanding when using equivalent fractions as a strategy to add and subtract fractions (can add and subtract fractions with unlike denominators; can solve word problems involving addition and subtraction of fractions) • Student demonstrates partial understanding when applying and extending previous understandings of multiplication and division to multiply and divide fractions (can interpret a fraction as division of the numerator by the denominator and solve word problems leading to answers in the form 	<p>can divide up to four-digit dividends and two-digit divisors using strategies; can add, subtract, multiply and divide decimals to hundredths)</p> <ul style="list-style-type: none"> • Student consistently uses equivalent fractions as a strategy to add and subtract fractions (can add and subtract fractions with unlike denominators; can solve word problems involving addition and subtraction of fractions) • Student consistently applies and extends previous understandings of multiplication and division to multiply and divide fractions (can interpret a fraction as division of the numerator by the denominator and solve word problems leading to answers in the form of fractions; can multiply a fraction or whole number by a fraction; can interpret multiplication as 	<p>performs operations with multi-digit whole numbers and with decimals to hundredths (can multiply multi-digit whole numbers; can divide up to four-digit dividends and two-digit divisors using strategies; can add, subtract, multiply and divide decimals to hundredths) and makes insightful connections to other ideas and concepts and independently challenges himself/herself</p> <ul style="list-style-type: none"> • Student consistently uses equivalent fractions as a strategy to add and subtract fractions (can add and subtract fractions with unlike denominators; can solve word problems involving addition and subtraction of fractions) and makes insightful connections to other ideas and concepts and independently challenges himself/herself
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Springfield Grading Benchmarks – FIFTH GRADE

	<p>fraction; can interpret multiplication as scaling; can solve real world problems involving multiplication of fractions and mixed numbers; can divide unit fractions by whole numbers and whole numbers by unit fractions)</p>	<p>of fractions; can multiply a fraction or whole number by a fraction; can interpret multiplication as scaling; can solve real world problems involving multiplication of fractions and mixed numbers; can divide unit fractions by whole numbers and whole numbers by unit fractions)</p>	<p>scaling; can solve real world problems involving multiplication of fractions and mixed numbers; can divide unit fractions by whole numbers and whole numbers by unit fractions)</p>	<ul style="list-style-type: none"> • Student consistently applies and extends previous understandings of multiplication and division to multiply and divide fractions (can interpret a fraction as division of the numerator by the denominator and solve word problems leading to answers in the form of fractions; can multiply a fraction or whole number by a fraction; can interpret multiplication as scaling; can solve real world problems involving multiplication of fractions and mixed numbers; can divide unit fractions by whole numbers and whole numbers by unit fractions) and makes insightful connections to other ideas and concepts and independently challenges himself/herself
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2) Expresses mathematical thinking in written and oral form.

Springfield Grading Benchmarks – FIFTH GRADE

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student in unable or rarely able to apply a variety of Number and Operations skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

Measurement and Data

Springfield Grading Benchmarks – FIFTH GRADE

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable or rarely able to convert like measurement units within a given measurement system • Student is unable or rarely able to represent and interpret data (use line plots and operations on fractions) • Student is unable or rarely able to understand concepts of volume and relate volume to multiplication and to addition (can understand concepts of volume measurement; can measure volumes with all unit types; can solve real world and mathematical problems involving volume) 	<ul style="list-style-type: none"> • Student demonstrates partial understanding when converting like measurement units within a given measurement system • Student demonstrates partial understanding when representing and interpreting data (use line plots and operations on fractions) • Student demonstrates partial understanding of the concept of volume and how it relates to multiplication and to addition (can understand concepts of volume measurement; can measure volumes with all unit types; can solve real world and mathematical problems involving volume) 	<ul style="list-style-type: none"> • Student consistently converts like measurement units within a given measurement system • Student consistently represents and interprets data (use line plots and operations on fractions) • Student consistently understands concepts of volume and relates volume to multiplication and to addition (can understand concepts of volume measurement; can measure volumes with all unit types; can solve real world and mathematical problems involving volume) 	<ul style="list-style-type: none"> • Student consistently converts like measurement units within a given measurement system and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently represents and interprets data (use line plots and operations on fractions) and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently understands concepts of volume and relates volume to multiplication and to addition (can understand concepts of volume measurement; can measure volumes with all unit types; can solve real world and

Springfield Grading Benchmarks – FIFTH GRADE

				mathematical problems involving volume) and makes insightful connections to other ideas and concepts and independently challenges himself/herself
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student in unable or rarely able to apply a variety of Measurement and Data skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement and Data skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

4) Shows consistency and accuracy when computing

Springfield Grading Benchmarks – FIFTH GRADE

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer	Student sometimes identifies appropriate operations and mathematically computes the correct answer	Student consistently identifies appropriate operations and mathematically computes the correct answer	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts

Geometry

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable or rarely able to graph points on the coordinate plane to solve real-world and mathematical problems • Student is unable or rarely able to classify two-dimensional figures into categories based on their properties 	<ul style="list-style-type: none"> • Student demonstrates partial understanding when graphing points on the coordinate plane to solve real-world and mathematical problems • Student demonstrates partial understanding when classifying two-dimensional figures into categories based on their properties 	<ul style="list-style-type: none"> • Student consistently graphs points on the coordinate plane to solve real-world and mathematical problems • Student consistently classifies two-dimensional figures into categories based on their properties 	<ul style="list-style-type: none"> • Student consistently graphs points on the coordinate plane to solve real-world and mathematical problems and makes insightful connections to other ideas and concepts and independently challenges himself/herself • Student consistently classifies two-dimensional figures into categories based on their properties and makes insightful connections to other ideas and concepts and

Springfield Grading Benchmarks – FIFTH GRADE

				independently challenges himself/herself
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2) Expresses mathematical thinking in written and oral form.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking precisely and with accurate vocabulary	Student is beginning to communicate or inconsistently communicating mathematical thinking precisely and with accurate vocabulary	Student communicates all mathematical thinking precisely and with accurate vocabulary	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense

3) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student in unable or rarely able to apply a variety of Geometry skills to problem solve real-world situations	Student is beginning to apply or inconsistently applying a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

Springfield Grading Benchmarks – FIFTH GRADE

SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ EARTH, PHYSICAL, and LIFE SCIENCE				
Trimester	1	2	3	4
ALL	<p><u>Body Systems:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Plants and animals carry on several major life processes that enable them to grow, react to their environment, and reproduce; • The digestive system processes food, releasing energy from it; the respiratory system allows for the exchange of oxygen and carbon dioxide; • The circulatory system transports oxygen and nutrients to all body cells and removes cellular wastes; the excretory system removes wastes from the body; • All living things pass through life cycles. <p><u>Light and Sound:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p>	<p><u>Body Systems:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Plants and animals carry on several major life processes that enable them to grow, react to their environment, and reproduce; • The digestive system processes food, releasing energy from it; the respiratory system allows for the exchange of oxygen and carbon dioxide; • The circulatory system transports oxygen and nutrients to all body cells and removes cellular wastes; the excretory system removes wastes from the body; • All living things pass through life cycles. <p><u>Light and Sound:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p>	<p><u>Body Systems:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Plants and animals carry on several major life processes that enable them to grow, react to their environment, and reproduce; • The digestive system processes food, releasing energy from it; the respiratory system allows for the exchange of oxygen and carbon dioxide; • The circulatory system transports oxygen and nutrients to all body cells and removes cellular wastes; the excretory system removes wastes from the body; • All living things pass through life cycles. <p><u>Light and Sound:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Light, a form of electromagnetic radiation, 	<p><u>Body Systems:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Plants and animals carry on several major life processes that enable them to grow, react to their environment, and reproduce; • The digestive system processes food, releasing energy from it; the respiratory system allows for the exchange of oxygen and carbon dioxide; • The circulatory system transports oxygen and nutrients to all body cells and removes cellular wastes; the excretory system removes wastes from the body; • All living things pass through life cycles.

Springfield Grading Benchmarks – FIFTH GRADE

	<ul style="list-style-type: none"> • Light, a form of electromagnetic radiation, travels in waves and can be reflected and refracted; • Lenses, which change the direction of light, have many uses; the color of objects depends on how they absorb and reflect light; • Sound, a form of energy that travels in waves, can be described by its wavelength, frequency, amplitude, speed, and pitch; • Controlling sounds can protect ear and auditory nerve; various inventions have changed how sound is recorded. <p><u>Solar System and Beyond:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Earth is part of a solar system of planets circling a star in one of the many galaxies of stars in the universe. <p><u>Systems in Living Things:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p>	<ul style="list-style-type: none"> • Light, a form of electromagnetic radiation, travels in waves and can be reflected and refracted; • Lenses, which change the direction of light, have many uses; the color of objects depends on how they absorb and reflect light; • Sound, a form of energy that travels in waves, can be described by its wavelength, frequency, amplitude, speed, and pitch; • Controlling sounds can protect ear and auditory nerve; various inventions have changed how sound is recorded. <p><u>Solar System and Beyond:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Earth is part of a solar system of planets circling a star in one of the many galaxies of stars in the universe. <p><u>Systems in Living Things:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p>	<p>travels in waves and can be reflected and refracted;</p> <ul style="list-style-type: none"> • Lenses, which change the direction of light, have many uses; the color of objects depends on how they absorb and reflect light; • Sound, a form of energy that travels in waves, can be described by its wavelength, frequency, amplitude, speed, and pitch; • Controlling sounds can protect ear and auditory nerve; various inventions have changed how sound is recorded. <p><u>Solar System and Beyond:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Earth is part of a solar system of planets circling a star in one of the many galaxies of stars in the universe. <p><u>Systems in Living Things:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • The structures within living things are organized into systems. 	<p><u>Light and Sound:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> • Light, a form of electromagnetic radiation, travels in waves and can be reflected and refracted; • Lenses, which change the direction of light, have many uses; the color of objects depends on how they absorb and reflect light; • Sound, a form of energy that travels in waves, can be described by its wavelength, frequency, amplitude, speed, and pitch; • Controlling sounds can protect ear and auditory nerve; various inventions have changed how sound is recorded. <p><u>Solar System and Beyond:</u> Student independently meets</p>
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Springfield Grading Benchmarks – FIFTH GRADE

	<ul style="list-style-type: none"> The structures within living things are organized into systems. <p><u>Ecosystems:</u> Student is unable or rarely able to demonstrate understanding of key concepts, including:</p> <ul style="list-style-type: none"> Organisms live in specific ecosystems, take part in cycles of energy and matter, and suffer when those ecosystems or cycles are disturbed. 	<ul style="list-style-type: none"> The structures within living things are organized into systems. <p><u>Ecosystems:</u> Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> Organisms live in specific ecosystems, take part in cycles of energy and matter, and suffer when those ecosystems or cycles are disturbed. 	<p><u>Ecosystems:</u> Student demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> Organisms live in specific ecosystems, take part in cycles of energy and matter, and suffer when those ecosystems or cycles are disturbed. 	<p>standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> Earth is part of a solar system of planets circling a star in one of the many galaxies of stars in the universe. <p><u>Systems in Living Things:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> The structures within living things are organized into systems. <p><u>Ecosystems:</u> Student independently meets standards and extends understanding through application to real-life situations.</p> <ul style="list-style-type: none"> Organisms live in specific ecosystems, take part in cycles of energy and matter, and suffer when those ecosystems or cycles are disturbed.
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Springfield Grading Benchmarks – FIFTH GRADE

	Student is unable or rarely able to communicate using acquired vocabulary.	Student is beginning to communicate or sometimes communicates using acquired vocabulary.	Student communicates using acquired vocabulary.	<p>Student makes insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <p>Student communicates all scientific thinking precisely and with accurate vocabulary.</p>
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2) Applies scientific process skills (observing, recording data, experimenting, interpreting results, communicating).

Trimester	1	2	3	4
ALL	Student is unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets).	<ul style="list-style-type: none"> • Student is beginning to learn through discovery. • Student sometimes uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	<ul style="list-style-type: none"> • Student learns through discovery. • Student consistently uses scientific process to conduct investigations and communicate observations (e.g., observation checklists/lab sheets). 	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.

Springfield Grading Benchmarks – FIFTH GRADE

SOCIAL STUDIES

1) Demonstrates knowledge of facts and understanding of concepts.

Trimester	1	2	3	4
1 st	<p>Student does not understand or rarely demonstrates an understanding of the following concepts:</p> <ul style="list-style-type: none"> ❖ Exploration <ul style="list-style-type: none"> ➤ Spanish influence/European influence ❖ Colonization <ul style="list-style-type: none"> ➤ Colonial life ➤ Migration of Africans to the Americas and early slavery (triangular slave route) ➤ Influences from Europe ➤ William Penn ➤ Pilgrims ❖ American Revolution <ul style="list-style-type: none"> ➤ Boston Massacre ➤ French and Indian War ➤ Continental Congress ➤ Slavery in Colonial times ➤ Boston Tea Party/tax acts ➤ British Loyalists/Patriot perspectives ➤ Lexington and Concord ➤ Patriots of the time ➤ Women’s roles 	<p>Student sometimes demonstrates an understanding of the following concepts:</p> <ul style="list-style-type: none"> ❖ Exploration <ul style="list-style-type: none"> ➤ Spanish influence/European influence ❖ Colonization <ul style="list-style-type: none"> ➤ Colonial life ➤ Migration of Africans to the Americas and early slavery (triangular slave route) ➤ Influences from Europe ➤ William Penn ➤ Pilgrims ❖ American Revolution <ul style="list-style-type: none"> ➤ Boston Massacre ➤ French and Indian War ➤ Continental Congress ➤ Slavery in Colonial times ➤ Boston Tea Party/tax acts ➤ British Loyalists/Patriot perspectives ➤ Lexington and Concord ➤ Patriots of the time ➤ Women’s roles 	<p>Student demonstrates an understanding of the following concepts:</p> <ul style="list-style-type: none"> ❖ Exploration <ul style="list-style-type: none"> ➤ Spanish influence/European influence ❖ Colonization <ul style="list-style-type: none"> ➤ Colonial life ➤ Migration of Africans to the Americas and early slavery (triangular slave route) ➤ Influences from Europe ➤ William Penn ➤ Pilgrims ❖ American Revolution <ul style="list-style-type: none"> ➤ Boston Massacre ➤ French and Indian War ➤ Continental Congress ➤ Slavery in Colonial times ➤ Boston Tea Party/tax acts ➤ British Loyalists/Patriot perspectives ➤ Lexington and Concord ➤ Patriots of the time ➤ Women’s roles ➤ African roles 	<p>Student consistently demonstrates an understanding of concepts and independently applies them to other learning situations, making insightful connections to other ideas and concepts and independently challenges himself/herself.</p> <ul style="list-style-type: none"> ❖ Exploration <ul style="list-style-type: none"> ➤ Spanish influence/European influence ❖ Colonization <ul style="list-style-type: none"> ➤ Colonial life ➤ Migration of Africans to the Americas and early slavery (triangular slave route) ➤ Influences from Europe ➤ William Penn ➤ Pilgrims ❖ American Revolution <ul style="list-style-type: none"> ➤ Boston Massacre ➤ French and Indian War ➤ Continental Congress ➤ Slavery in Colonial times ➤ Boston Tea Party/tax acts ➤ British Loyalists/Patriot

Springfield Grading Benchmarks – FIFTH GRADE

	<ul style="list-style-type: none"> ➤ African roles ➤ European assistance during the war ➤ Treaty of Paris ❖ US Constitution <ul style="list-style-type: none"> ➤ Preamble ➤ Bill of Rights ➤ Three branches of government ➤ Democracy ➤ Checks and balances ➤ People of influence ➤ Supreme Court 	<ul style="list-style-type: none"> ➤ African roles ➤ European assistance during the war ➤ Treaty of Paris ❖ US Constitution <ul style="list-style-type: none"> ➤ Preamble ➤ Bill of Rights ➤ Three branches of government ➤ Democracy ➤ Checks and balances ➤ People of influence ➤ Supreme Court 	<ul style="list-style-type: none"> ➤ European assistance during the war ➤ Treaty of Paris ❖ US Constitution <ul style="list-style-type: none"> ➤ Preamble ➤ Bill of Rights ➤ Three branches of government ➤ Democracy ➤ Checks and balances ➤ People of influence ➤ Supreme Court 	<ul style="list-style-type: none"> perspectives <ul style="list-style-type: none"> ➤ Lexington and Concord ➤ Patriots of the time ➤ Women’s roles ➤ African roles ➤ European assistance during the war ➤ Treaty of Paris ❖ US Constitution <ul style="list-style-type: none"> ➤ Preamble ➤ Bill of Rights ➤ Three branches of government ➤ Democracy ➤ Checks and balances ➤ People of influence ➤ Supreme Court
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2) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
ALL	Student rarely adds meaningful contributions to classroom discussions and activities.	Student sometimes adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities.	Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.