

FIFTH GRADE Trimester Expectations
English Language Arts Literacy

The following indicators appear on the report card for fifth grade students. The rubrics that follow explain how each indicator is scored.

Summarizes text including key elements and supporting details to draw inferences
Applies various strategies to comprehend, compare, and contrast two or more texts
Analyzes characters, settings, events, and themes, citing specific evidence in the text
Describes how points of view influence how events are described, citing specific evidence in text
Reads fluently to support deeper comprehension of benchmark texts
Writes narrative, informational, and opinion pieces after engaging in the writing process
Draws evidence from text to support analysis, reflection, and research
Produces research-based projects that use several sources across content areas
Demonstrates appropriate command of capitalization, punctuation, grammar, and spelling
Engages in collaborative conversations, expresses ideas, and builds on the ideas of others

4	3	2	1	NA
Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations	Not Assessed
Mastered grade level expectations and completing above grade level work independently.	Performs grade level expectations independently.	Requires frequent support to complete grade level expectations.	Does not meet grade level expectations with support.	This component of the standards is not assessed during specified trimester.

Summarizes text including key elements and supporting details to draw inferences

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently summarize <u>benchmark texts</u> and read in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can consistently and independently summarize <u>above benchmark texts</u> read in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can consistently and independently summarize <u>above benchmark texts</u> read in an organized and sequential manner including key elements and supporting details in order to draw inferences.
3	Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can consistently summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.
2	With prompting and support , student can attempt to summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	With prompting and support , student can attempt to summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	With prompting and support , student can attempt to summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.
1	With consistent prompting and support , student has difficulty summarizing <u>at/below benchmark texts, read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences. Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty summarizing <u>at/below benchmark texts, reading</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences. Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty summarizing <u>at/below benchmark texts, reading</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences. Explanations may include minor errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Applies various strategies to comprehend, compare, and contrast two or more texts

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently apply various strategies to comprehend, compare, and contrast two or more benchmark nonfiction texts read.	Student can consistently and independently apply various strategies to comprehend, compare, and contrast multiple above benchmark nonfiction texts read.	Student can consistently and independently apply various strategies to comprehend, compare, and contrast multiple above benchmark nonfiction texts read.
3	Student can consistently apply various strategies to comprehend, compare, and contrast two or more benchmark nonfiction texts <u>read</u> .	Student can consistently apply various strategies to comprehend, compare, and contrast two or more unbenchmark nonfiction texts <u>read</u> .	Student can consistently apply various strategies to comprehend, compare, and contrast two or more benchmark nonfiction texts <u>read</u> .
2	With prompting and support , student can apply some strategies to comprehend, compare, and contrast two at/below benchmark nonfiction texts <u>read/read aloud</u> .	With prompting and support , student can apply various strategies to comprehend, compare, and contrast two or more benchmark nonfiction texts <u>read</u> .	With prompting and support , student can apply various strategies to comprehend, compare, and contrast two or more benchmark nonfiction texts <u>read</u> .
1	With consistent prompting and support , student has difficulty applying some strategies to comprehend, compare, and contrast two at/below benchmark nonfiction texts <u>read</u> . Explanations may include significant errors and/or misconceptions.	With consistent prompting and support , student has difficulty applying strategies to comprehend, compare, and contrast two or more at/below benchmark nonfiction texts <u>read</u> . Explanations may include significant errors and/or misconceptions.	With consistent prompting and support , student has difficulty applying strategies to comprehend, compare, and contrast two or more at/below benchmark nonfiction texts <u>read</u> . Explanations may include significant errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Analyzes characters, settings, events, and themes, citing specific evidence in the text

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently analyze characters, themes, settings, and events of two benchmark texts read , citing specific evidence.	Student can consistently and independently analyze characters, themes, settings, and events of two or more benchmark texts read , citing specific evidence.	Student can consistently and independently analyze characters, themes, settings, and events of several benchmark texts read , citing specific evidence.
3	Student can consistently analyze characters, themes, settings, and events of two benchmark texts read , citing some specific evidence.	Student can consistently analyze characters, themes, settings, and events of several benchmark texts read , citing specific evidence.	Student can consistently analyze characters, themes, settings, and events of several benchmark texts read , citing specific evidence.
2	With prompting and support , students can analyze characters, themes, settings, and events of two at/below benchmark texts read , citing <u>some</u> evidence.	With prompting and support , students can analyze characters, themes, settings, and events of two or more benchmark texts read , citing some specific evidence.	With prompting and support , students can analyze characters, themes, settings, and events of two or more benchmark texts read , citing some specific evidence.
1	With consistent prompting and support , student has difficulty analyzing characters, themes, settings, and events of two at/below benchmark texts read , citing <u>some</u> evidence. Explanations may include significant errors and/or misconceptions.	With consistent prompting and support , student has difficulty analyzing themes, settings, and events of two or more at/below benchmark texts read , citing <u>some</u> evidence. Explanations may include significant errors and/or misconceptions.	With consistent prompting and support , student has difficulty analyzing themes, settings, and events of two or more at/below benchmark texts read , citing <u>some</u> evidence. Explanations may include significant errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Describes how points of view influence how events are described, citing specific evidence in text

	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently describe how a narrator’s or speaker’s point of view influences the description of events with <u>above benchmark texts</u> read, citing specific and <u>effective</u> evidence.	Student can consistently and independently describe how a narrator’s or speaker’s point of view influences the description of events with <u>above benchmark texts</u> read, citing specific and <u>compelling</u> evidence.	Student can consistently and independently describe how a narrator’s or speaker’s point of view influences the description of events with <u>above benchmark texts</u> read, citing specific and <u>compelling</u> evidence.
3	Student can consistently describe how a narrator’s or speaker’s point of view influences the description of events with <u>benchmark texts</u> read/read, citing <u>some</u> specific evidence.	Student can consistently describe how a narrator’s or speaker’s point of view influences the description of events with <u>benchmark texts</u> read, citing specific and <u>effective</u> evidence.	Student can consistently describe how a narrator’s or speaker’s point of view influences the description of events with <u>benchmark texts</u> read, citing specific and <u>effective</u> evidence.
2	With prompting and support , student can describe how a narrator’s or speaker’s point of view influences the description of events with <u>at/below benchmark texts</u> read, citing <u>some</u> evidence.	With prompting and support , student can describe how a narrator’s or speaker’s point of view influences the description of events with <u>benchmark texts</u> read, citing <u>some</u> specific evidence.	With prompting and support , student can describe how a narrator’s or speaker’s point of view influences the description of events with <u>benchmark texts</u> read, citing <u>some</u> specific evidence.
1	With consistent prompting and support , student has difficulty describing how a narrator’s or speaker’s point of view influences the description of events with <u>at/below benchmark texts</u> read, citing <u>some</u> evidence. Explanations may include significant errors and/or misconceptions.	With consistent prompting and support , student has difficulty describing how a narrator’s or speaker’s point of view influences the description of events with <u>at/below benchmark texts</u> read, citing <u>some</u> specific evidence. Explanations may include significant errors and/or misconceptions.	With consistent prompting and support , student has difficulty describing how a narrator’s or speaker’s point of view influences the description of events with <u>at/below benchmark texts</u> read, citing <u>some</u> specific evidence. Explanations may include significant errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Reads fluently to support deeper comprehension of benchmark texts

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently read for purpose and understanding at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read for purpose and understanding at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read for purpose and understanding at an accelerated rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.
3	Student can consistently read for purpose and understanding at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read for purpose and understanding at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.	Student can consistently read for purpose and understanding at an appropriate rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.
2	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.	Student can read <u>benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With prompting and support , student can use context and rereading to correct for word recognition and understanding.
1	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context and rereading to correct for word	Student can read <u>below benchmark texts</u> at a rate that hinders their ability to demonstrate comprehension. With consistent prompting and support , student has difficulty using context

	and rereading to correct for word recognition and understanding.	recognition and understanding.	and rereading to correct for word recognition and understanding.
NA	Not assessed	Not assessed	Not assessed

Writes narrative, informational, and opinion pieces after engaging in the writing process

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and use student voice to convey the emotion or tone of the writing piece through description, phrases, dialogue, and thoughts to develop experiences. (narrative and informational)	Student can consistently and independently write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and accurately support facts and details by citing outside sources, when applicable, and/or quote directly from the text. (narrative, informational, and opinion)	Student can consistently and independently write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and accurately use precise language and domain specific vocabulary to inform about a topic. (narrative, informational, and opinion)
3	Student can consistently write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and use student voice to convey the emotion or tone of the writing piece through description, phrases, dialogue, and thoughts to develop experiences. (narrative and informational)	Student can consistently write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and accurately support facts and details by citing outside sources, when applicable, and/or quoting directly from the text. (narrative, informational, and opinion)	Student can consistently write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and accurately use precise language and domain specific vocabulary to inform about a topic. (narrative, informational, and opinion)
2	With prompting and support , students can write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition	With teacher support and prompting , students can write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition	With teacher support and prompting , students can write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition

	words to manage sequence of events, and use student voice to convey the emotion or tone of the writing piece through description, phrases, dialogue, and thoughts to develop experiences. (narrative and informational)	words to manage sequence of events, and accurately support facts and details by citing outside sources, when applicable, and/or quoting directly from the text. (narrative, informational, and opinion)	words to manage sequence of events, and use precise language and domain specific vocabulary to inform about a topic. (narrative, informational, and opinion)
1	With consistent prompting and support , student has difficulty writing an engaging lead/conclusion, providing key details in a logical sequence, accurately paragraphing, using transition words to manage sequence of events, and using student voice to convey the emotion or tone of the writing piece through description, phrases, dialogue, and thoughts to develop experiences. (narrative and informational)	With consistent prompting and support , student has difficulty writing an engaging lead/conclusion, providing key details in a logical sequence, accurately paragraphing, using transition words to manage sequence of events, and accurately supporting facts and details by citing outside sources, when applicable, and/or quoting directly from the text. (narrative, informational, and opinion)	With consistent prompting and support , student has difficulty writing an engaging lead/conclusion, providing key details in a logical sequence, accurately paragraphing, using transition words to manage sequence of events, and using precise language and domain specific vocabulary to inform about a topic. (narrative, informational, and opinion)
NA	Not assessed	Not assessed	Not assessed

Draws evidence from text to support analysis, reflection, and research			
Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from texts; provide logically ordered evidence from appropriate texts to support analysis, reflection, and research.	Student can consistently and independently identify evidence in texts that fits the task, purpose, or audience; justify analysis, reflection, or research with evidence from texts; determine what sources are appropriate to support analysis, reflection, and research; evaluate and provide logically ordered evidence from appropriate	Student can consistently and independently identify evidence in texts that fits the task, purpose, or audience; justify analysis, reflection, or research with evidence from texts; determine what sources are appropriate to support analysis, reflection, and research; evaluate and provide logically ordered

		texts to support analysis, reflection, and research.	evidence from appropriate texts to support analysis, reflection, and research.
3	Student can consistently determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from the text; provide logically ordered reasons that are supported by facts and details from text.	Student can consistently determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from texts; provide logically ordered evidence from appropriate texts to support analysis, reflection, and research.	Student can consistently determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from texts; provide logically ordered evidence from appropriate texts to support analysis, reflection, and research.
2	With prompting and support , students can attempt to determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from the text; provide minimal logically ordered reasons that are supported by facts and details from text.	With prompting and support , students can determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from text; provide some logically ordered reasons that are supported by facts and details from the text.	With prompting and support , students can determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from text; provide some logically ordered reasons that are supported by facts and details from the text.
1	With consistent prompting and support , student has difficulty determining the task, purpose, and audience; what evidence is relevant; and how to compile evidence from the text; providing minimal logically ordered reasons that are supported by facts and details from text.	With consistent prompting and support , student has difficulty determining the task, purpose, and audience; what evidence is relevant; and how to compile evidence from the text; providing minimal logically ordered reasons that are supported by facts and details from the text. Explanations may include minor errors and/or misconceptions.	With consistent prompting and support , student has difficulty determining the task, purpose, and audience; what evidence is relevant; and how to compile evidence from the text; providing minimal logically ordered reasons that are supported by facts and details from the text. Explanations may include minor errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Produces research-based projects that use several sources across content areas

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently produce research-based projects that use several <u>high quality</u> sources across content areas, building knowledge through investigation of different perspectives of a topic.	Student can consistently and independently produce research-based projects that use several <u>high quality</u> sources across content areas, providing evidence of summarizing, paraphrasing of notes, and a list of sources.	Student can consistently and independently produce research-based projects that use several <u>high quality</u> sources across content areas, providing evidence of summarizing, paraphrasing of notes, and a list of sources.
3	Student can consistently produce research-based projects that use several sources across content areas, building knowledge through investigation of different perspectives of a topic.	Student can consistently produce research-based projects that use several sources across content areas, providing evidence of summarizing, paraphrasing of notes, and a list of sources.	Student can consistently produce research-based projects that use several sources across content areas, providing evidence of summarizing, paraphrasing of notes, and a list of sources.
2	With prompting and support , students can attempt to produce research-based projects that use several sources across content areas, building knowledge through investigation of different perspectives of a topic.	With prompting and support , students can produce research-based projects that use several sources across content areas, providing evidence of summarizing, paraphrasing of notes, and a list of sources.	With prompting and support , students can produce research-based projects that use several sources across content areas, providing evidence of summarizing, paraphrasing of notes, and a list of sources.
1	With consistent prompting and support , student has	With prompting and support , student has	With prompting and support , student has

	difficulty producing research-based projects that use several sources across content areas, building knowledge through investigation of different perspectives of a topic.	difficulty producing research-based projects that use several sources across content areas, building knowledge through investigation of different perspectives of a topic. Examples may include minor errors and/or misconceptions.	difficulty producing research-based projects that use several sources across content areas, building knowledge through investigation of different perspectives of a topic. Examples may include minor errors and/or misconceptions.
NA	Not assessed	Not assessed	Not assessed

Demonstrates appropriate command of capitalization, punctuation, grammar, and spelling			
Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently use punctuation to separate items in a series and commas to separate an introductory element from the rest of the sentence; use underlining, quotation marks, or italics to indicate titles of works; <u>exceeds grade appropriate</u> spelling skills, consulting references as needed.	Student can consistently and independently use <u>all appropriate</u> forms of punctuation, underlining, quotation marks, and italics; demonstrate an understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense; exceeds grade appropriate spelling skills, consulting references as needed.	Student can consistently and independently use all appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrate an understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense; exceeds grade appropriate spelling skills, consulting references as needed; <u>recognize and correct inappropriate shifts in verb tense and use correlative conjunctions.</u>
3	Student can consistently use punctuation to separate items in a series and commas to separate an introductory element from the rest of the sentence; use underlining, quotation marks, or italics to indicate titles of works; apply grade appropriate spelling skills.	Student can consistently use <u>all appropriate</u> forms of punctuation, underlining, quotation marks, and italics; demonstrate an understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense;	Student can consistently use all appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrate an understanding of the function of conjunctions, prepositions, interjections, and the

		apply grade appropriate spelling skills.	perfect verb tense; apply grade appropriate spelling skills, consulting references as needed; <u>recognize and correct inappropriate shifts in verb tense and use correlative conjunctions.</u>
2	With prompting and support , students can attempt to use punctuation to separate items in a series and commas to separate an introductory element from the rest of the sentence; use underlining, quotation marks, or italics to indicate titles of works; apply grade appropriate spelling skills. Examples may include minor errors and/or misconceptions.	With prompting and support , students can attempt to use appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrate a basic understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense; apply grade appropriate spelling skills. Examples may include minor errors and/or misconceptions.	With prompting and support , student can attempt to use appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrate a basic understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense; apply grade appropriate spelling skills; <u>recognize and correct inappropriate shifts in verb tense and use correlative conjunctions.</u> Examples may include minor errors and/or misconceptions.
1	With consistent prompting and support , student has difficulty using punctuation to separate items in a series and commas to separate an introductory element from the rest of the sentence; using underlining, quotation marks, or italics to indicate titles of works; or in applying grade appropriate spelling skills.	With consistent prompting and support , student has difficulty using appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrating a basic understanding of the function of conjunctions, prepositions, and interjections, and the perfect verb tense; and in applying grade appropriate spelling skills.	With consistent prompting and support , student has difficulty using appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrating a basic understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense; applying grade appropriate spelling skills; <u>recognizing and correcting inappropriate shifts in verb tense and</u>

			<u>using correlative conjunctions.</u>
NA	Not assessed	Not assessed	Not assessed

Engages in collaborative conversations, expresses ideas, and builds on the ideas of others			
Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	Student can consistently and independently engage and extend group discussions with diverse partners; stays on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extends his/her ideas and understanding in light of the discussion; acknowledge new information provided by others and incorporates it into his/her own thinking, as appropriate.	Student can consistently and independently engage and extend group discussions with diverse partners; stays on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extends his/her ideas and understanding in light of the discussion; acknowledge new information provided by others and incorporates it into his/her own thinking, as appropriate.	Student can consistently and independently engage and extend group discussions with diverse partners; stays on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extends his/her ideas and understanding in light of the discussion; acknowledge new information provided by others and incorporates it into his/her own thinking, as appropriate; <u>evaluate and integrate information presented in diverse media.</u>
3	Student can consistently engage in group discussions with diverse partners; stays on topic by linking his/her	Student can consistently engage in group discussions with diverse partners; stays on topic by	Student can consistently engage in group discussions with diverse partners; stay on topic by

	own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extends his/her ideas and understanding in light of the discussion.	linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extends his/her ideas and understanding in light of the discussion.	linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extends his/her ideas and understanding in light of the discussion; <u>evaluate and integrate information presented in diverse media.</u>
2	Student can occasionally engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extend his/her ideas and understanding in light of the discussion.	Student can occasionally engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extend his/her ideas and understanding in light of the discussion.	Student can occasionally engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extend his/her ideas and understanding in light of the discussion; <u>evaluate and integrate information presented in diverse media.</u>
1	With prompting and support , students can rarely engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extend his/her ideas and understanding in light of the discussion.	With prompting and support , students can rarely engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extend his/her ideas and understanding in light of the discussion.	With prompting and support , students can rarely engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation as needed; extend his/her ideas and understanding in light of the discussion; <u>evaluate and integrate information presented in diverse media.</u>

NA	Not assessed	Not assessed	Not assessed
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