

Standards-based Fifth Grade Progress Report Rubric: Term 1

This rubric provides a guide on how to mark a student's proficiency level, ensuring consistency in grading across teachers. Use this rubric in conjunction with ongoing assessments (formative, interim and summative) to provide detailed information regarding student progress.

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Reading- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Analyzes and interprets aspects of literary and informational texts. Standards: R4, R5, R6, R9 & L5	When speaking and writing about a text, refers to few aspects of the text, including:	When speaking and writing about a text, refers to some aspects of the text, including:	When speaking and writing about a text, refers to some aspects of the text, including:	When speaking and writing about a text, refers to many aspects of the text, including:
	- words and phrases, figurative language, and academic and content-specific words - structural elements, using academic language (literature) - overall structure (informational) - point of view (literature) - comparing and contrasting a primary and secondary source on the same event or topic (informational)		- words and phrases, figurative language, similes and metaphors, and academic and content-specific words and analyzes their effect on meaning, tone or mood common idioms and proverbs. the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words. how a series of chapters, scenes, or stanzas fit together to determine the overall structure of a story, drama, or poem (literature) comparing and contrasting the overall structure, and multiple accounts of the same event or topic in two or more texts using academic language (informational) recognizing how the narrator's/speaker's point of view influences the description of events (literature)	
	Rarely:	Sometimes:	Consistently:	Always:
	- uses established criteria to categorize texts and make informed judgements about quality - makes connections to other texts, ideas, cultural perspectives, eras and personal experiences.			
Knows and uses phonics skills to solve unknown words in text. Standards: RF3	Rarely:	Sometimes:	Consistently:	Always:
	- uses knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multisyllabic words in and out of context - reads grade appropriate irregularly spelled words			
	Often appeals prior to word solving	Sometimes appeals after attempting word solving	Rarely appeals after attempting word solving	Rarely appeals, and only does so after making multiple attempts at

				word solving
Reads grade-level text with sufficient accuracy and fluency to support comprehension. Standards: RF4	Reads level Q or below text with some support (instructional)	Reads level R-S text with some support (instructional)	Reads level T text with some support (instructional)	Reads level U or above text with some support (instructional)
Determines a theme or central idea and explains how it is supported by key details, and can summarize a text. Standards: R2, R3 & R8	When speaking and writing about texts, rarely includes: - a detailed summary - including characters, settings, and events, drawing on specific details in the text (narrative) - explaining the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text (informational) - a theme or central idea - the author's claims and how they are supported by relevant/supporting details	When speaking and writing about texts, sometimes includes:	When speaking and writing about texts, consistently includes:	When speaking and writing about texts, always includes:
Monitors comprehension and applies reading strategies flexibly. Standards: R1, L4 & RF4	Rarely:	Sometimes:	Consistently:	Always:
	- explains what a text says both explicitly and implicitly by referring to relevant details and evidence. - uses multiple sources of information (MSV) to monitor and self-correct, rereading as necessary - determines or clarifies the meaning of unknown and multiple-meaning words and phrases while reading using: context, Greek and Latin roots, and reference materials.			

Writing- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Writes opinion (argumentative), informational and/or narrative pieces. Standards: W1, W2 & W3 *ONLY applies to genres taught that term	*student is working toward 4th grade standards		Sometimes:	Consistently:
	Rarely:	Sometimes:		
	composes pieces with the following characteristics: - Writes an argument to support claim(s), using clear reasons and relevant evidence. - Introduces a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically. - Uses precise language and content-specific vocabulary. - Uses transitional words and phrases to connect ideas within categories of information. - Provides a concluding statement or section related to the argument presented - Writes informative /explanatory texts to explore a topic and convey ideas and information relevant to the subject. - Introduces a topic clearly and organize related information in paragraphs and sections. - Develops ideas on a topic with facts, definitions, concrete details, or other relevant information; includes text features when useful for aiding comprehension. - Uses transitional words and phrases to connect ideas within categories of information. - Uses precise language and content-specific vocabulary. - Provides a concluding statement or section related to the information or explanation presented. - Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences - Establishes a situation and introduce a narrator and/or characters. - Uses dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations. - Uses transitional words and phrases to manage the sequence of events. - Uses concrete words and phrases and sensory details to convey experiences and events precisely. - Provides a conclusion that follows from the narrated experiences or events.		composes pieces with the following characteristics: - Writes an argument to support claim(s), using clear reasons and relevant evidence. - Introduces a precise claim and organize the reasons and evidence logically. Provides logically ordered reasons that are supported by facts and details from various sources. - Uses precise language and content specific vocabulary while writing an argument. - Uses appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts. - Provides a concluding statement or section related to the argument presented. Maintains a style and tone appropriate to writing task. - Writes informative /explanatory texts to explore a topic and convey ideas and information relevant to the subject - Introduces a topic clearly, provide a general focus, and organize related information logically. - Develops a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension. - Uses precise language and content specific vocabulary to explain a topic. - Uses appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts. - Provides a concluding statement or section related to the information or explanation presented. Establishes a style aligned to a subject area or task. - Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences - Establishes a situation and introduce a narrator and/or characters. - Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. - Uses a variety of transitional words, phrases, and clauses to manage the sequence of events. - Uses concrete words and phrases and sensory details to convey experiences and events precisely. - Provides a conclusion that follows from the narrated experiences or events.	

Strengthens writing by planning, revising, editing, rewriting, or trying a new approach. Standards: L2 (Appendix A) & Lifelong Practices	Rarely:	Sometimes:	Consistently:	Always:
	- generates ideas and/or plans writing - revises writing for meaning at the section, page, paragraph, sentence and/or word level - checks reference materials as needed to check and correct spelling			
Researches information and ideas to grow personal understanding and present knowledge to others. Standards: W6, W7, SL4 & SL5	<i>*student is working toward 4th grade standards</i>		Sometimes:	Consistently:
	Rarely:	Sometimes:		
	- conducts research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic - recalls relevant information from experiences or gathers relevant information from multiple sources. - takes notes and categorizes information, and provides a list of sources - reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details - speaks clearly at an understandable pace and volume appropriate for audience - includes digital media and/or visual displays in presentations to emphasize central ideas or themes		- conducts research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. - recalls relevant information from experiences or gathers relevant information from multiple sources. summarizes or paraphrases information avoiding plagiarism, and provides a list of sources - Reports on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes - speaks clearly at an understandable pace and volume appropriate for audience - includes digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes	
Analyzes mentor texts to enhance writing. Standards: Lifelong Practices	Rarely:	Sometimes:	Consistently:	Always:
	analyzes and uses mentor texts to enhance writing			- analyzes and uses a range in types of mentor texts to enhance writing - Independently seeks mentor texts for personal use

Speaking & Listening- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Participates in conversations with diverse peers and adults for a variety of purposes. Standards: SL1	<i>*student is working toward 4th grade standards</i>		Sometimes:	Consistently:
	Rarely:	Sometimes:		
	uses discussion skills to: ● Link comments to others' ideas ● Ask and answers questions to clear up confusion and check understanding ● Consider individual differences ● Come to discussion prepared with material ● Draw on prepared material during discussion ● Follow norms and carries out assigned roles ● Review the relevant ideas expressed ● Explain their own ideas and understandings as a result of the conversation ● Make meaningful contributions to class and partnership discussions	uses discussion skills to: ● Link comments to others' ideas ● Ask and answer questions to clear up confusion and check understanding ● Consider individual differences ● Come to discussion prepared with material ● Draw on prepared material during discussion ● Follow norms and carries out assigned roles ● Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ● Consider the ideas expressed and draws conclusions about information and knowledge gained from the discussions ● make meaningful contributions to class and partnership discussions		
Identifies and evaluates the reasons and evidence a speaker provides to support particular points Standards: SL3 & SL4	Rarely:	Sometimes:	Consistently:	Always:
	● asks questions to understand a reason or piece of evidence the speaker provides, and follows up with clarifying questions, as necessary ● reports on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speaks clearly at an understandable pace and volume appropriate for audience. ● summarize/restate the speaker's reasons and evidence used ● assesses the quality of reasons and evidence a speaker provides, considering whether or not this information supports a particular point			
Adapts speech to a variety of situations, audiences and tasks, using formal English when appropriate. Standards: L3 & SL6	<i>*student is working toward 4th grade standards</i>		Sometimes:	Consistently:
	Rarely:	Sometimes:		
	● distinguishes between contexts that call for formal English and situations where informal discourse is appropriate ● chooses words and phrases to convey ideas precisely ● distinguishes between contexts that call for formal English versus/or informal discourse; uses formal English when appropriate to task and situation		● uses knowledge of language and its conventions when reading, writing, listening or speaking ● expands, combines, and reduces sentences for meaning, reader/listener interest, and style ● compares and contrasts the varieties of English used in stories, dramas, or poems	
Uses new vocabulary gained through reading texts and conversations. Standards: Lifelong Practices & L6	Rarely:	Sometimes:	Consistently:	Always:
	● acquires vocabulary learned through reading or being read to ● accurately uses general academic (Tier 2) and content-specific (Tier 3) words and phrases including those that signal contrast, addition, and other logical relationships			

Language and Word Study- Term 1

Performance Indicator	Beginning- 1	Developing- 2	Secure- 3	Exceeding- 4
Demonstrates command of grade level spelling skills. Standard: Lifelong Practices	Rarely:	Sometimes	Consistently:	Always:
	Uses spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when writing words.			
	Words Their Way Stage: Middle Syllables & Affixes or earlier	Words Their Way Stage: Middle - Late Syllables & Affixes	Words Their Way Stage: Early Derivational Relations	Words Their Way Stage: Early Derivational Relations or later
Uses knowledge of language and its conventions when writing, speaking, reading, or listening. Standard: L1 (Appendix A) & L3	Rarely:	Sometimes:	Sometimes:	Consistently:
	understands and uses simple, compound and complex sentences, recognizing and correcting fragments and run-ons. ensures subject-verb and pronoun-antecedent agreement. demonstrates understanding of special types of nouns: - Common, proper, and possessive - Collective - Regular plurals and frequently occurring irregular plurals uses and explains the function of a variety of parts of speech, including: - Nouns - Interrogatives - Frequently occurring prepositions - A range of pronouns - A range of verb tenses - Adjectives - Adverbs - Conjunctions - Transition words - Interjections - Prepositions and prepositional phrases		understands and uses simple, compound and complex sentences, recognizing and correcting fragments and run-ons. Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. Compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. ensures subject-verb and pronoun-antecedent agreement. demonstrates understanding of special types of nouns: - Common, proper, and possessive - Collective - Regular plurals and frequently occurring irregular plurals Abstract uses and explains the function of a variety of parts of speech, including: - Nouns - Interrogatives - Frequently occurring prepositions - A range of pronouns - Verb tenses (simple, progressive, perfect) - Adjectives - Adverbs - Conjunctions - Transition words - Interjections - Prepositions and prepositional phrases	
Reads and writes common grade level specific high-frequency words. Standard: Lifelong	Rarely:	Sometimes:	Consistently:	Always:
	- identifies, monitors and self-corrects high frequency words when reading - Spells fifth grade high frequency words accurately when writing			

Practices	Reads and writes 415 or fewer high frequency words in isolation	Reads and writes 416-435 high frequency words in isolation	Reads and writes 436-455 high frequency words in isolation	Reads and writes 456 or more high frequency words in isolation
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