2026-2027

Grade Three Reading Rubric for Meeting Grade Level Expectations

Progress reports should reflect evidence of student progress toward mastery of a standard. Standards-based grading does not capture an average of student performance over time. Rather, the performance level should reflect how close to mastery the student is at the time the progress report is shared with families using all available data and evidence. The evidence listed below for each progress report expectation should be considered along with ongoing teacher observation, checks for understanding, and examples of student work.

M = Meets Expectations P = Progressing Toward Expectations

(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

Progress Report Expectation	Standard(s)	Evidence	December	March	June
		Evidence collected in all trimesters in addition to specific evidence indicated for each trimester: Summative assessment standards' report on HMH's Ed, formative tools during instruction, student work, oral/written responses, Written Response Ru… ongoing observations and anecdotal notes	**Modules completed in this order during this trimester:** Module 1: What a Character! Module 2: Use Your Words Module 5: Teamwork (part of module completed)	**Modules completed in this order during this trimester:** Module 5: Teamwork (remainder of module) Module 7: Community and Citizenship: Make A Difference Module 6: Life Science: Animal Behaviors Module 8: Imagine! Invent! (part of module completed)	**Modules completed in this order during this trimester:** Module 8: Imagine! Invent! (remainder of module completed) Module 9: From Farm to Table Modules 4 & 10 combined: Stories on Stage/Tell a Tale
Demonstrates fluent reading with phrasing and expression	RF.3.4	**Trimesters 1-3:** -Acadience ORF Raskinski Fluenc…	**M:** Student reads in appropriate phrases with expression and attention to punctuation.	**M:** Student reads in appropriate phrases with expression and attention to punctuation.	**M:** Student reads in appropriate phrases with expression and attention to punctuation.
			P: Student reads primarily in short phrases (two to three words) and little use of expression and attention to punctuation.	**P:** Student reads primarily in short phrases (two to three words) and little use of expression and attention to punctuation.	**P:** Student reads primarily in short phrases (two to three words) and little use of expression and attention to punctuation.
Compares and contrasts story elements, themes, and main ideas within and across texts using key details	RL/RI.3.2	**Trimester 1:** -Module 1 summative -Literary IAB **Trimester 2:** -Module 5 summative -Informational IAB **Trimester 3:** -Module 6 summative -Module 9 summative -Module 4/10 summative	**M:** With minimal prompting and support, student compares and contrasts story elements, themes, and main ideas within and across texts using key details.	**M:** With minimal prompting and support, student compares and contrasts story elements, themes, and main ideas within and across texts using key details.	**M:** Student compares and contrasts story elements, themes, and main ideas within and across texts using key details.
			P: With prompting and support, student compares and contrasts story elements, themes, and main ideas within and across texts using key details.	**P:** With prompting and support, student compares and contrasts story elements, themes, and main ideas within and across texts using key details.	**P:** With prompting and support, student compares and contrasts story elements, themes, and main ideas within and across texts using key details.

	RL/RI.3.9	**Trimesters 1-3:** -Module wrap-up lessons student work			
Determines the meaning of words or phrases as used in text including figurative language	RL/RI.3.4	**Trimester 1:** -Literary IAB **Trimester 2:** -Module 6 summative -Module 7 summative -Informational IAB -Language and Vocab IAB **Trimester 3:** - Module 8 summative -Module 4/10 summative	**M:** With minimal support, determines the meaning of most words or phrases, including figurative language, as used in text, using a variety of strategies.	**M:** With minimal prompting and support, determines the meaning of most words or phrases, including figurative language, as used in text, using a variety of strategies.	**M:** Student determines the meaning of most words or phrases, including figurative language, as used in text, using a variety of strategies.
			P: With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.	**P:** With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.	**P:** With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.
Reads and comprehends grade level text	RL/RI 3.10	**Trimester 1:** -Acadience ORF -Acadience retell -Acadience Maze -Literary IAB -Summative text read with comprehension in grade 2-3 Lexile range (420-820L) **Trimester 2:** -Acadience ORF -Acadience retell -Acadience Maze -Informational IAB -Language and Vocab IAB -Summative text read with comprehension in grade 2-3 Lexile range (420-820L) **Trimester 3:** --Acadience ORF -Acadience retell -Acadience Maze -Summative text read with comprehension in grade 2-3 Lexile range (420-820L)	**M:** Student reads and comprehends grade level text. Acadience oral reading fluency/retell: BOY 70-89 words correct per minute 95-97% accuracy 20-32 words 2+ quality of retell Maze: BOY 8-10 adjusted score	**M:** Student reads and comprehends grade level text. Acadience oral reading fluency/retell: MOY 86-104 words correct per minute 96-98% accuracy 26-39 words on retell 2+ quality of retell Maze: 11-15 adjusted score	**M:** Student reads and comprehends grade level text. Acadience oral reading fluency/retell: EOY 100-117 words correct per minute 97-98% accuracy 30-45 words on retell 3+ quality of retell Maze: 19-22 adjusted score
			P: Student is progressing toward reading and comprehending grade level text. Acadience oral reading fluency/retell: BOY 56-69 words correct per minute 90-94% accuracy 11-19 words on retell 1(indicator red) - quality of retell Maze 6-7 adjusted score	**P:** Student is progressing toward reading and comprehending grade level text. Acadience oral reading fluency/retell: MOY 69-85 words correct per minute 93-95% accuracy 19-25 words on retell 1(indicator red) - quality of retell Maze 8-10 adjusted score	**P:** Student reads and comprehends grade level text. Acadience oral reading fluency/retell: EOY 81-99 words correct per minute 95-96% accuracy 21-29 words on retell 2 (indicator red) quality of retell Maze: 15-18 adjusted score

Grade Three Writing Rubric for Meets Grade Level Expectations

Progress reports should reflect evidence of student progress toward mastery of a standard. Standards-based grading does not capture an average of student performance over time. Rather, the performance level should reflect how close to mastery the student is at the time the progress report is shared with families using all available data and evidence. The evidence listed below for each progress report expectation should be considered along with ongoing teacher observation, checks for understanding, and examples of student work.

M = Meets Expectations P = Progressing Toward Expectations
(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

Progress Report Expectation	Standard(s)	Evidence	December	March	June
		Evidence collected in all trimesters in addition to specific evidence indicated for each trimester: Summative assessment standards'report on HMH's Ed for open-ended responses, formative tools during instruction, student work, oral/written responses, , ongoing observations and anecdotal notes, writing rubrics and checklists Written Respo…	**Writing types completed in this order during this trimester:** Module 1: Narrative Module 2: Narrative Module 5: Opinion (part of module completed)	**Writing types completed in this order during this trimester:** Module 5: Opinion (remainder of module) Module 7: Opinion Essay Module 6: Informational Module 8: Informational (part of module completed)	**Writing types completed in this order during this trimester:** Module 8: Informational (reminder of module completed) Module 9: Narrative-Poetry Modules 4 & 10 combined: Narrative
Generates ideas to plan, organize and revise writing	W.3.4	**All Trimesters:** -Student writing samples from all modules	**M:** Student generates ideas and plans writing for a targeted audience, purpose and message based on genre.	**M:** Student generates ideas and plans writing for a targeted audience, purpose and message based on genre.	**M:** Student generates ideas and plans writing for a targeted audience, purpose and message based on genre.
	W.3.8	**All Trimesters:** -Student writing samples from all modules	**P:** With minimal prompting, student generates ideas and plans for an audience and purpose and message.	**P:** With minimal prompting, student generates ideas and plans for an audience and purpose and message.	**P:** With minimal prompting, student generates ideas and plans for an audience and purpose and message.
Writes with elaborative detail using craft across genres	W.3.2	**All Trimesters:** -Student writing samples from all modules	**M:** Student includes different kinds of information, details, dialogue and action in writing. Student uses precise and academic/content words to help	**M:** Student includes different kinds of information, details, dialogue and action in writing. Student uses precise and academic/content words	**M:** Student includes different kinds of information, details, dialogue and action in writing. Student uses precise and academic/content words to help

			the reader understand and visualize.	to help the reader understand and visualize.	the reader understand and visualize.
	W.3.3	**All Trimesters:** -Student writing samples from all modules	**P:** Student includes some information and details in writing that is not specific enough for the reader to understand and visualize.	**P:** Student includes some information and details in writing that is not specific enough for the reader to understand and visualize.	**P:** Student includes some information and details in writing that is not specific enough for the reader to understand and visualize.
Writes responses about topics or texts using evidence to support thinking	Depending on the task: RL.3.1 RI.3.1 W.3.10	**All Trimesters:** -Student writing samples -Literary IAB -Informational IAB	**M:** With prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	**M:** With minimal prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	**M:** Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.
			P: With prompting and support, student writes a response that includes an idea supported by evidence.	**P:** With prompting and support, student writes a response that includes an idea supported by evidence.	**P:** With minimal prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.
Edits and revises to strengthen spelling, organization and mechanics of writing	W.3.5	**All Trimesters:** -Student writing samples from all modules	**M**: Student edits writing to use taught spelling patterns or correctly spell grade-level-appropriate words and end sentences with punctuation.	**M**: Student edits writing to use taught spelling patterns or correctly spell grade-level-appropriate words and end sentences with punctuation.	**M**: Student edits writing to use taught spelling patterns or correctly spell grade-level-appropriate words and end sentences with punctuation.
			P: Student edits writing to use some taught spelling patterns or correctly spell some grade-level-appropriate words. Student inconsistently uses ending punctuation.	**P:** Student edits writing to use some taught spelling patterns or correctly spell some grade-level-appropriate words. Student inconsistently uses ending punctuation.	**P:** Student edits writing to use some taught spelling patterns or correctly spell some grade-level-appropriate words. Student inconsistently uses ending punctuation.

Grade Four Reading Rubric for Meets Grade Level Expectations

Progress reports should reflect evidence of student progress toward mastery of a standard. Standards-based grading does not capture an average of student performance over time. Rather, the performance level should reflect how close to mastery the student is at the time the progress report is shared with families using all available data and evidence. The evidence listed below for each progress report expectation should be considered along with ongoing teacher observation, checks for understanding, and examples of student work.

M = Meets Expectations P = Progressing Toward Expectations

(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

Progress Report Expectatation	Standard(s)	Evidence	December	March	June
		Evidence collected in all trimesters in addition to specific evidence indicated for each trimester: Summative assessment standards' report on HMH's Ed, formative tools during instruction, student work, oral/written responses, Written Respons… , ongoing observations and anecdotal notes	**Modules completed during this trimester:** Module 1: What Makes Us Who We Are? Module 2: Come To Your Senses Module 3: Rise to the Occasion (part of module completed)	**Modules completed during this trimester:** Module 3: Rise to the Occasion (remainder of module completed) Module 4: Heroic Feats Module 5:Art Everywhere Module 6: Natural Wonders Module 7: Tricksters and Tall Tales (part of module completed)	**Modules completed during this trimester:** Module 7: Tricksters and Tall Tales (remainder of module completed) Module 8: Food for Thought Module 9: Global Guardians Module 10: Communication Nation
Uses text structures to understand or summarize texts	RL/RI 4.1	**Trimester 1:** -Informational IAB **Trimester 2:** -Literary IAB -Module 4 summative -Module 5 summative -Module 6 summative **Trimester 3:** -Module 8 -Module 10	**M:** With minimal prompting, student uses text structures and features accurately to understand or summarize most of the important events and key details.	**M:** With minimal prompting and support, student uses text structures and features accurately to understand or summarize most of the important events and key details.	**M:** Student uses text structures and features accurately to understand or summarize most of the important events and key details.
	RL/RI 4.5	**Trimester 1:** -Informational IAB **Trimester 2:** -Literary IAB -Module 6 summative **Trimester 3:** -Module 8 -Module 9	**P:** With prompting and support, student uses text structures and features accurately to understand or summarize most of the important events and key details.	**P:** With prompting and support, student uses text structures and features accurately to understand or summarize most of the important events and key details.	**P:** With minimal prompting and support, student uses text structures and features accurately to understand or summarize most of the important events and key details.

		-Module 10			
Uses details in text to determine theme and compares/contrasts the treatment of similar themes, topics, and events within and across texts	RL/RI 4.2	**Trimester 1:** -Module 1 Summative -Informational IAB **Trimester 2:** -Literary IAB -Module 3 summative -Module 4 summative -Module 5 summative -Module 6 summative **Trimester 3:** -Modules 7, 8, 9 10 summatives	**M:** With minimal prompting, student uses details in text to determine theme and compare/contrast the treatment of similar themes, topics, and events within and across texts.	**M:** With minimal prompting and support, student uses details in text to determine theme and compare/contrast the treatment of similar themes, topics, and events within and across texts.	**M:** Student uses details in text to determine theme and compare/contrast the treatment of similar themes, topics, and events within and across texts.
	RL/RI 4.9	**Trimesters 1-3:** -Module wrap-up lessons student work	**P:** With prompting and support, student uses details in text to determine theme and compare/contrast the treatment of similar themes, topics, and events within and across texts.	**P:** With prompting and support, student uses details in text to determine theme and compare/contrast the treatment of similar themes, topics, and events within and across texts.	**P:** With minimal prompting and support, student uses details in text to determine theme and compare/contrast the treatment of similar themes, topics, and events within and across texts.
Determines the meanings of words and phrases as used in texts including figurative language	RL/RI 4.4	**Trimester 1:** -Module 1 Summative -Module 2 Summative -Informational IAB **Trimester 2:** -Literary IAB -Language and Vocab IAB -Module 4 summative -Module 5 summative -Module 6 summative **Trimester 3:** -Module 7 summative	**M:** Student determines the meaning of most words or phrases, including figurative language, as used in text using multiple strategies.	**M:** Student determines the meaning of most words or phrases, including figurative language, as used in text using multiple strategies.	**M:** Student determines the meaning of most words or phrases, including figurative language, as used in text using multiple strategies.
			P: With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.	**P:** With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.	**P:** With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.
Reads and comprehends grade level text	RL/RI 4.10	**All Trimesters:** - IABs -Summative text read with comprehension in grade 4-5 Lexile range (740-1010L) **Trimesters 1-2** **If administered and applicable:**	**M:** Student reads and comprehends grade level text as demonstrated by the NWEA Reading universal screener at the 61-80th%tile. If applicable -Acadience BOY: Oral Reading Fluency/Retell:	**M:** Student reads and comprehends grade level text as demonstrated by the NWEA Reading universal screener at the 61-80th%tile. If applicable-Acadience MOY: Oral Reading Fluency/Retell: 103-120 words correct per minute	**M:** Student reads and comprehends grade level text as demonstrated by the following: If applicable -Acadience EOY: Oral Reading Fluency/Retell: 115–132 words correct per minute 98-99% accuracy 33-45 words on retell

		-NWEA Reading universal screener percentile -Acadience ORF -Acadience Retell -Acadience Maze	90-103 words correct per minute 96-97% accuracy 27-35 words on retell quality of response - 2 Maze 15-17 adjusted score	97-98% accuracy 30-38 words on retell quality of response - 2 Maze 17-19 adjusted score	quality of response - 3 Maze 24-27 adjusted score
		Trimester 3: **If administered and applicable:** -Acadience ORF -Acadience Retell -Acadience Maze	**P:** Student is progressing toward reading and comprehending grade level text as demonstrated by the NWEA Reading universal screener at the 41th-60th%tile If applicable-Acadience BOY: Oral Reading Fluency/Retell: 71-89 words correct per minute 94-95% accuracy 15-26 words on retell Quality of response - 1 Maze 11-14 adjusted score	**P:** Student is progressing toward reading and comprehending grade level text as demonstrated by the NWEA Reading universal screener at the 41th-60th%tile. If applicable-Acadience MOY: Oral Reading Fluency/Retell: 80-102 words correct per minute 95-96% accuracy 21-29 words on retell Quality of response - 1 Maze 13-16 adjusted score	**P:** Student is progressing toward reading and comprehending grade level text as demonstrated by the following: If applicable-Acadience EOY: Oral Reading Fluency/Retell: 96-114 words correct per minute 96-97% accuracy 25-32 words on retell Quality of response - 2 Maze 21-23 adjusted score

Grade Four Writing Rubric for Meets Grade Level Expectations

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M = Meets Expectations P = Progressing Toward Expectations
(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

Expectation	Standard(s)	Evidence	December	March	June
		Evidence collected in all trimesters in addition to specific evidence indicated for each trimester: **Evidence collected in all trimesters in addition to specific evidence indicated for each trimester:** Summative assessment standards'report on HMH's Ed for open-ended responses, formative tools during instruction, student work, oral/written responses, Written Respons… ongoing observations and anecdotal notes, writing rubrics and checklists	**Writing types completed during this trimester:** Module 1: Narrative Module 2: Informational Module 3: Opinion (part of module completed)	**Writing types completed during this trimester:** Module 3: Opinion (remainder of module completed) Module 4: Narrative Module 5: Informational Module 6: Informational Module 7: Narrative (part of module completed)	**Writing types completed during this trimester:** Module 7: Narrative (remainder of module completed) Module 8: Opinion Module 9: Informational Module 10: Informational
Generates ideas and synthesizes information from a variety of sources to plan, organize and revise writing	W.4.4	**All Trimesters:** -Student writing samples from all modules	**M:** Student generates ideas and plans writing for a targeted audience, purpose and message based on genre.	**M:** Student generates ideas and plans writing for a targeted audience, purpose and message based on genre.	**M:** Student generates ideas and plans writing for a targeted audience, purpose and message based on genre.
	W.4.8	**All Trimesters:** -Student writing samples from all modules	**P:** With minimal prompting, student generates ideas and plans for an audience and purpose and message.	**P:** With minimal prompting, student generates ideas and plans for an audience and purpose and message.	**P:** With minimal prompting, student generates ideas and plans for an audience and purpose and message.
Writes with elaboration using craft and techniques purposefully across genres	W.4.1 W.4.2 W.4.3	**All Trimesters:** -Student writing samples from all modules **Trimester 2:**	**M:** Student includes different kinds of information, details, dialogue and action in writing. Student uses precise and	**M:** Student includes different kinds of information, details, dialogue and action in writing. Student uses precise and	**M:** Student includes different kinds of information, details, dialogue and action in writing. Student uses precise and

		Language and Vocab IAB	academic/content words to help the reader understand and visualize.	academic/content words to help the reader understand and visualize.	academic/content words to help the reader understand and visualize.
			P: Student includes some information and details in writing that is not specific enough for the reader to understand and visualize.	**P:** Student includes some information and details in writing that is not specific enough for the reader to understand and visualize.	**P:** Student includes some information and details in writing that is not specific enough for the reader to understand and visualize.
Writes responses about topics or texts using evidence to support thinking	Depending on task: RL/RI.4.1 W.4.9	**All Trimesters:** -Student writing samples from all modules **Trimester 3:** -Module 10 summative	**M:** Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	**M:** Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	**M:** Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.
			P: Student writes a response that includes an idea supported by relevant and specific details.	**P:** Student writes a response that includes an idea supported by relevant and specific details.	**P:** Student writes a response that includes an idea supported by relevant and specific details.
Edits and revises to strengthen spelling, organization and mechanics of writing.	W.4.5	**All Trimesters:** -Student writing samples from all modules	**M**: Student uses spelling patterns to spell and edit the final draft. Student correctly punctuates the end of every sentence and dialogue. Student uses punctuation to help read with expression.	**M**: Student uses spelling patterns to spell and edit the final draft. Student correctly punctuates the end of every sentence and dialogue. Student uses punctuation to help read with expression.	**M**: Student uses spelling patterns to spell and edit the final draft. Student correctly punctuates the end of every sentence and dialogue. Student uses punctuation to help read with expression.
			P: Student uses some spelling patterns to spell and edit the final draft. Student correctly punctuates the end of most sentences and dialogue.	**P:** Student uses some spelling patterns to spell and edit the final draft. Student correctly punctuates the end of most sentences and dialogue.	**P:** Student uses some spelling patterns to spell and edit the final draft. Student correctly punctuates the end of most sentences and dialogue.

Grade Five Reading Rubric for Meets Grade Level Expectations

Progress reports should reflect evidence of student progress toward mastery of a standard. Standards-based grading does not capture an average of student performance over time. Rather, the performance level should reflect how close to mastery the student is at the time the progress report is shared with families using all available data and evidence. The evidence listed below for each progress report expectation should be considered along with ongoing teacher observation, checks for understanding, and examples of student work.

M = Meets Expectations P = Progressing Toward Expectations
(E = Exceeds Expectations and N=Does Not Meet Expectations is also indicated on progress report)

Progress Report Expectation	Standard(s)	Evidence	December	March	June
		Evidence collected in all trimesters in addition to specific evidence indicated for each trimester: Summative assessment standards' report on HMH's Ed, formative tools during instruction, student work, oral/written responses, Written Response R… ongoing observations and anecdotal notes	**Modules completed during this trimester:** Module 1: Inventors at Work Module 2: What a Story! Module 3: Natural Disasters (part of module completed)	**Modules completed during this trimester:** Module 3: Natural Disasters (remainder of module completed) Module 5: Project Earth Module 6: Art for Everyone Module 7: Above, Below and Beyond	**Modules completed during this trimester:** Module 8: A New Home Module 9: Unexpected, Unexplained Module 10: The Lives of Animals
Summarizes, synthesizes, and analyzes narrative and informational texts	RL/RI 5.1	**Trimester 1:** -Literary IAB **Trimester 2:** - Informational IAB -Module 5 summative -Module 6 summative -Module 7 summative	**M:** With prompting, student accurately summarizes, synthesizes and analyzes most of the important events and key details.	**M:** With minimal prompting and support, student accurately summarizes, synthesizes and analyzes most of the important events and key details.	**M:** Student accurately summarizes, synthesizes and analyzes most of the important events and key details.
	RL/RI 5.2	**Trimester 1:** -Module 1 Summative -Literary IAB **Trimester 2:** -Informational IAB -Module 3 summative -Module 5 summative -Module 6 summative	**P:** With prompting and support, student partially summarizes, synthesizes & analyzes most of the important events and key details.	**P:** With prompting and support, student partially summarizes, synthesizes & analyzes most of the important events and key details.	**P:** Student partially summarizes, synthesizes & analyzes most of the important events and key details.

		-Module 7 summative **Trimester 3:** -Module 8 summative -Module 10 summative			
Compares and contrasts story elements, themes, main ideas and topics within and across texts citing text evidence.	RL/RI 5.3	**Trimester 1:** -Module 2 Summative -Literary IAB **Trimester 2:** -Module 7 summative **Trimester 3:** -Module 8 summative	**M:** With minimal prompting and support, student compares and contrasts story elements, themes, main ideas and topics within and across texts citing text evidence.	**M:** With minimal prompting and support, student compares and contrasts story elements, themes, main ideas and topics within and across texts citing text evidence.	**M:** Student compares and contrasts story elements, themes, main ideas and topics within and across texts citing text evidence.
	RI/RL 5.2	**Trimester 1:** -Module 1 Summative -Literary IAB **Trimester 2:** -Informational IAB -Module 3 summative -Module 5 summative -Module 6 summative -Module 7 summative **Trimester 3:** -Module 8 summative -Module 10 summative	**P:** With prompting and support, student compares and contrasts story elements, themes, main ideas and topics within and across texts citing text evidence.	**P:** With prompting and support, student compares and contrasts story elements, themes, main ideas and topics within and across texts citing text evidence.	**P:** Student partially compares and contrasts story elements, themes, main ideas and topics within and across texts citing text evidence.
	RL/RI 5.9	**Trimester 1:** -Module wrap-up lessons **Trimester 2:** -Module wrap-up lessons -Module 3 summative **Trimester 3:** -Module wrap-up lessons			
Determines the meaning of		**Trimester 1:** -Module 2 Summative	**M:** Student determines the meaning of most words or phrases,	**M:** Student determines the meaning of most words or	**M:** Student determines the meaning of most words or

words and phrases as used in texts including figurative language.	RL/RI 5.4	-Literary IAB **Trimester 2:** -Informational IAB -Module 3 summative -Module 5 summative **Trimester 3:** -Module 10	including figurative language, as used in text.	phrases, including figurative language, as used in text.	phrases, including figurative language, as used in text..
			P: With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.	**P:** With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.	**P:** With prompting and support, student determines the meaning of most words or phrases, including figurative language, as used in the text.
Reads and comprehends grade level text	RL/RI 5.10	**All Trimesters:** - IABs -Summative text read with comprehension in grade 4-5 Lexile range (740-1010L) **Trimesters 1 and 2:** -NWEA Reading universal screener percentile If administered and applicable: -Acadience ORF -Acadience Retell -Acadience Maze	**M:** Student reads and comprehends grade level text as demonstrated by the NWEA Reading universal screener at the 61-80th%tile. If applicable, Acadience BOY: Oral Reading Fluency/Retell: 111-120 words correct per minute, 98% accuracy, 33-39 words on retell, quality of response - 2, Maze 18-20 adjusted score	**M:** Student reads and comprehends grade level text as demonstrated by the NWEA Reading universal screener at the 61-80th%tile. If applicable, Acadience MOY: Oral Reading Fluency/Retell: 120-132 words correct per minute, 98% accuracy, 36-45 words on retell, quality of response - 3, Maze 20 adjusted score	**M:** Student reads and comprehends grade level text as demonstrated by the NWEA Reading universal screener at the 61-80th%tile. If applicable, Acadience EOY: Oral Reading Fluency/Retell: 130-142 words correct per minute, 99% accuracy, 36-51 words on retell, quality of response - 3, Maze 24-27 adjusted score
			P: Student is progressing towards reading and comprehending grade level text as demonstrated by the NWEA Reading universal screener at the 41-60th%tile. If applicable, Acadience BOY: Oral Reading Fluency/Retell: 97-110 words correct per minute 96-97% accuracy 23-32 words on retell Quality of response 13-17 Maze 18-20 adjusted score	**P:** Student is progressing towards reading and comprehending grade level text as demonstrated by the NWEA Reading universal screener at the 41-60th%tile. If applicable, Acadience MOY: Oral Reading Fluency/Retell: 102-119 words correct per minute 97% accuracy 26-35 words on retell quality of response - 2 Maze 14-19 adjusted score	**P:** Student is progressing towards reading and comprehending grade level text as demonstrated by the NWEA Reading universal screener at the 41-60th%tile. If applicable, Acadience EOY: Oral Reading Fluency/Retell: 106-129 words correct per minute 98% accuracy 26-35 words on retell Quality of response - 2 Maze 19-23 adjusted score

Grade Five Writing Rubric for Meets Grade Level Expectations

Progress reports should reflect evidence of student progress toward mastery of a standard. Standards-based grading does not capture an average of student performance over time. Rather, the performance level should reflect how close to mastery the student is at the time the progress report is shared with families using all available data and evidence. The evidence listed below for each progress report expectation should be considered along with ongoing teacher observation, checks for understanding, and examples of student work.

M = Meets Expectations P = Progressing Toward Expectations
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Expectation	Standard(s)	Evidence	December	March	June
		Evidence collected in all trimesters in addition to specific evidence indicated for each trimester: Summative assessment standards'report on HMH's Ed for open-ended responses, formative tools during instruction, student work, oral/written responses, Written Response R… ongoing observations and anecdotal notes, writing rubrics and checklists	**Writing types completed during this trimester:** Module 1: Expository Essay Module 2:Fictional Narrative Module 3: Persuasive Essay (part of module completed)	**Writing types completed during this trimester:** Module 3: Persuasive Essay (remainder of module) Module 5: Editorial Argument Module 6: Personal Narrative Module 7: Research Report	**Writing types completed during this trimester:** Module 8: Narrative Poetry Module 9: Narrative Story Module 10: Informational Letter
Generates ideas and synthesizes information from a variety of sources to plan, organize and revise writing.	W.5.2 W.5.8	**All Trimesters:** -Student writing samples from all modules -Written responses to text -Constructed response items from summatives and IABs **Trimester 2:** Language and Vocab IAB	**M:** Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises to strengthen writing with audience and purpose in mind.	**M:** Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises to strengthen writing with audience and purpose in mind.	**M:** Student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre. Student revises to strengthen writing with audience and purpose in mind.
			P: With prompting and support, student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on genre.	**P:** With prompting and support, student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on	**P:** With prompting and support, student uses the writing process to generate ideas and plans writing for a targeted audience, purpose and message based on

			Student revises with audience and purpose in mind.	genre. Student revises with audience and purpose in mind.	genre. Student revises with audience and purpose in mind.
Writes with elaboration, using craft and techniques to match the audience, purpose and message	W.5.3 W.5.4	**Trimester 1:** -Student writing samples from all modules **Trimester 2:** Language and Vocab IAB	**M**: Student includes actions, dialogue, thoughts, and feelings. Student makes some parts of the story go quickly, and some slowly. Student includes precise details and figurative language to bring the story to life.	**M**: Student includes actions, dialogue, thoughts, and feelings. Student makes some parts of the story go quickly, and some slowly. Student includes precise details and figurative language to bring the story to life. When writing an argumentative piece, a claim is adequately defended with relevant facts, reasons, and/or other supports.	**M**: Student includes actions, dialogue, thoughts, and feelings. Student makes some parts of the story go quickly, and some slowly. Student includes precise details and figurative language to bring the story to life. When writing an argumentative piece, a claim is adequately defended with relevant facts, reasons, and/or other supports.
			P: Student includes some actions, dialogue, thoughts, and feelings. Student includes some precise details and figurative language to bring the story to life.	**P:** Student includes some actions, dialogue, thoughts, and feelings. Student includes some precise details and figurative language to bring the story to life. When writing an argumentative piece, a claim is minimally defended. Details from text may be brief, and word choices may be irrelevant/unrelated/incorrect/ insufficient.	**P:** Student includes some actions, dialogue, thoughts, and feelings. Student includes some precise details and figurative language to bring the story to life. When writing an argumentative piece, a claim is minimally defended. Details from text may be brief, and word choices may be irrelevant/unrelated/incorrect/ insufficient.
Responds to topics and texts in a variety of forms using evidence from the text	W.5.1	**All Trimesters:** -Student writing samples from all modules	**M:** Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	**M:** Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.	**M:** Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details.
	Depending on the task: RL/RI.5.1	**All Trimesters:** -Constructed response items from summatives and IABs	**P:** With prompting and support, student writes a response that reflects	**P:** With prompting and support, student writes a response that reflects thoughtful	**P:** With prompting and support, student writes a response that reflects thoughtful

	RI.5.8, RI.9 W.5.5, W.9, W.5.10	-Written responses to text **Trimester 2:** -Module 3 Summative -Module 5 Summative -Module 6 Summative -Module 7 Summative	thoughtful understanding of the text or topic supported by relevant and specific details.	understanding of the text or topic supported by relevant and specific details.	understanding of the text or topic supported by relevant and specific details.
Edits & revises to strengthen spelling, organization and mechanics of writing.	W.5.5	**All Trimesters:** -Student writing samples from all modules -Written responses to text -Constructed response items from summatives and IABs	**M**: Student uses spelling patterns and rules to spell and edit, accessing the dictionary as needed. Student uses commas to make complex sentences clear and correct.	**M**: Student uses spelling patterns and rules to spell and edit, accessing the dictionary as needed. Student uses commas to make complex sentences clear and correct.	**M**: Student uses spelling patterns and rules to spell and edit, accessing the dictionary as needed. Student uses commas to make complex sentences clear and correct.
			P: Student uses some spelling patterns and rules to spell and edit, accessing the dictionary as needed. Student inconsistently uses commas to make complex sentences clear and correct.	**P:** Student uses some spelling patterns and rules to spell and edit, accessing the dictionary as needed. Student inconsistently uses commas to make complex sentences clear and correct.	**P:** Student uses some spelling patterns and rules to spell and edit, accessing the dictionary as needed. Student inconsistently uses commas to make complex sentences clear and correct.