## PASD 5<sup>th</sup> Grade Report Card Rubric MP 2

## **ENGLISH LANGUAGE ARTS**

FOUNDATIONAL SKILLS OF LITERACY					
	1	2	3	4	
	Applies skills less than half of the	Applies skills more than half of the time	Applies skills a large majority of the	Exceeds skills expectations a large	
Descriptor	time	(Performance demonstrates progress	time	majority of the time	
Descriptor	(Performance is approaching, but not	towards meeting the standard as required	(Performance consistently meets the	(Performance consistently exceeds the	
	meeting, the benchmarks as required for	for the grade level. The student is	standards as required for the grade level.	standard required for the grade level.	
	meeting grade level standards.)	developing an understanding of key concepts, processes, and skills.)	The student applies the key concepts, processes, and skills.)	Student is able to extend and apply key concepts, processes, and skills.)	
Reads with	Minimally	Inconsistently	Consistently	Consistently	
_	•	· ·	· ·	ı	
fluency	Reads primarily in three- or four-	Reads primarily in three- or four-word	Reads primarily in three- or four-	Reads primarily in three- or four-	
	word phrase groups; some smooth,	phrase groups; some smooth,	word phrase groups; some smooth,	word phrase groups; all smooth,	
	expressive interpretations and	expressive interpretations and pausing	expressive interpretations and	expressive interpretations and	
	pausing guided by author's meaning	guided by author's meaning and	pausing guided by author's meaning	pausing guided by author's meaning	
	pausing guided by author's meaning	guided by author's meaning and	pausing guided by author's meaning	pausing guided by author's meaning	
	pausing guided by author's meaning and punctuation, with minimal self-	guided by author's meaning and punctuation, with minimal self-	pausing guided by author's meaning and punctuation, with minimal self-	pausing guided by author's meaning and punctuation, with no self-	
	pausing guided by author's meaning and punctuation, with minimal self- corrections/repetitions; mostly	guided by author's meaning and punctuation, with minimal self- corrections/repetitions; mostly	pausing guided by author's meaning and punctuation, with minimal self- corrections/repetitions; mostly	pausing guided by author's meaning and punctuation, with no self- corrections/repetitions; appropriate	

READING LITERATURE					
	1 Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time	
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)	
Explain how a part of a text (story, drama or poem) fits together to provide the overall structure of the given text	N/A	N/A	N/A	N/A	

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Describe an author's purpose by analyzing the	N/A	N/A	N/A	N/A
craft technique(s) used in the text				
Determine theme(s) in a text	N/A	N/A	N/A	N/A
Compare and contrast the texts (or parts of the	N/A	N/A	N/A	N/A
text) in terms of story elements and themes				
Determines meaning and appropriately uses	N/A	N/A	N/A	N/A
words, phrases, multiple meanings, and/or				
new vocabulary through interactions with text				
Reads literary text proficiently and	N/A	N/A	N/A	N/A
independently in the fifth grade text				
complexity band				

READING INFORMATIONAL TEXT					
Descriptor	Applies skills less than half of the time  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	Applies skills more than half of the time  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	3 Applies skills a large majority of the time  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)	
Determines two or more main ideas of a text and explains how they are supported by key details; summarize the text	Minimally Determines a main idea of a text and supports it with some details.	Inconsistently Determines a main idea of a text and explains how it is supported by key details; summarize most of the text.	Consistently Determines a main idea(s) of a text and explains how they are supported by key details; summarize the text.	Consistently Grouping and/or ranking several main ideas of a text and explains how they are supported by key details while maintaining a brief summary of the text.	
Identifies an author's craft technique(s) and elaborates how the technique(s) support the author's goals	Minimally Identifies an author's craft technique and author's goal.	Inconsistently Uses academic language to name an author's craft technique (including text structure), but inconsistently elaborates on how that technique supports the author's goal using textual evidence.	Consistently Uses academic language to name an author's craft technique (including text structure), and explains how that technique supports the author's goal using textual evidence.	Consistently Uses academic language to name an author's craft technique (including text structure), and explains how that technique supports multiple goals.	
Makes inferences based on major relationships between events or ideas in the text(s)	Minimally Explains the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a text.	Inconsistently Explains the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a text using textual evidence.	Consistently Explains the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a text using textual evidence.	Consistently Explains the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a text using textual evidence and incorporates their own ideas about the relationships.	

<sup>5&</sup>lt;sup>th</sup> Grade Report Card Rubric, MP 2 rev. 11/1/2018

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Compare and contrast the	Minimally	Inconsistently	Consistently	Consistently
texts (or parts of a text) in	Compares and contrasts	Compares and contrasts texts (or parts of	Compares and contrasts texts (or	Compares and contrasts texts (or
terms of perspective, craft,	texts (or parts of a text)	a text) in terms of information and	parts of a text) in terms of	parts of a text) in terms of content,
and/or structure	in terms of information	content using textual evidence.	content, perspective, craft,	perspective, craft, and/or structure
	and content.		and/or structure using textual	and explains the effectiveness of
			evidence.	those techniques through
				elaboration using textual evidence.
Analyze parts of a text in	N/A	N/A	N/A	N/A
relation to the whole				
Analyze multiple accounts of	N/A	N/A	N/A	N/A
the same event or topic,				
noting important similarities				
and differences in the point				
of view they represent				
Integrate information from	N/A	N/A	N/A	N/A
several texts or digital				
sources to demonstrate				
understanding of the topic				
Determines meaning and	Minimally	Inconsistently	Consistently	Consistently
appropriately uses words,	Determines meaning and	Determines meaning and appropriately	Determines meaning and	Determines meaning and
phrases, multiple meanings,	appropriately uses	uses words, phrases, multiple meanings,	appropriately uses words,	appropriately uses words, phrases,
and/or new vocabulary	words, phrases, multiple	and/or new vocabulary through	phrases, multiple meanings,	multiple meanings, and/or new
through interactions with text	meanings, and/or new	interactions with text	and/or new vocabulary through	vocabulary through interactions
	vocabulary through		interactions specifically using	with above grade level text
	interactions with text		literary language correctly	
Reads informational and	Minimally	Inconsistently	Consistently	Consistently
literary non-fiction text	Reads and comprehends	Reads and comprehends literary	Reads and comprehends literary	Reads and comprehends literary
proficiently and	literary nonfiction on	nonfiction on guided reading and/or	nonfiction on guided reading	nonfiction on guided reading and/or
independently in the fifth	guided reading and/or	F&P level <b>S</b> , as measured by conferring,	and/or F&P level <b>T/U</b> , as	F&P level U/V or above, as
grade text complexity band	F&P level <b>R</b> or below,	small group instruction, and/or book	measured by conferring, small	measured by conferring, small
	as measured by	clubs, etc.	group instruction, and/or book	group instruction, and/or book
	conferring, small group		clubs, etc.	clubs, etc.
	instruction, and/or book			
	clubs, etc.			

WRITING AND CONVENTIONS					
	1 Applies skills less than half of the time	Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time	
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)	
Writes narrative pieces proficiently	N/A	N/A	N/A	N/A	
Writes informational pieces proficiently	Minimally Introduces the topic, may develop the topic with relevant vocabulary, fact, and details.  Groups related information logically.	Inconsistently Introduces the topic, develops the topic with relevant vocabulary, fact, and details.  Groups related information logically into paragraphs and provides a concluding sentence.  May use text features to present information when relevant.  May use precise language and domain-specific vocabulary in sentences of varying length	Consistently Identifies and clearly introduces the topic, develops the topic with relevant vocabulary, fact, and details.  Groups related information logically into paragraphs and provides a concluding sentence.  Use text features to present information when relevant.  Use precise language and domain-specific vocabulary in sentences of varying length	Consistently Identifies and clearly introduces the topic, develops the topic with relevant vocabulary, fact, and details. May include their own opinions about the topic.  Groups related information logically into paragraphs and provides a concluding section.  Effectively uses text features to present information when relevant.  Effectively uses precise language and domain-specific vocabulary in sentences of varying length	
Writes opinion pieces proficiently	N/A	N/A	N/A	N/A	
Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Minimally Uses grade-level appropriate grammar, capitalization, and punctuation when writing.	Inconsistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Consistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Consistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing.  Additionally, uses a variety of complex sentence structures and lengths	
Uses grade-level appropriate spelling	Minimally Uses grade-level appropriate spelling	Inconsistently Uses grade-level appropriate spelling	Consistently Uses grade-level appropriate spelling	Consistently Uses grade-level and above appropriate spelling	

SPEAKING AND LISTENING						
	1	2	3	4		
	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the	Exceeds skills expectations a large		
<b>~</b>	the time	(Performance demonstrates progress	time	majority of the time		
Descriptor	(Performance is approaching,	towards meeting the standard as required	(Performance consistently meets the	(Performance consistently exceeds the		
	but not meeting, the	for the grade level. The student is	standards as required for the grade	standard required for the grade level.		
	benchmarks as required for	developing an understanding of key	level. The student applies the key	Student is able to extend and apply key		
	meeting grade level standards.)	concepts, processes, and skills.)	concepts, processes, and skills.)	concepts, processes, and skills.)		
Report on a topic/present	Minimally	Inconsistently	Consistently	Consistently		
an opinion to support	Attempts to express ideas on	May express ideas and feelings with	Expresses ideas and feelings	Synthesizes ideas and feelings		
main ideas with relevant	a topic/opinion	relevant details that support the	clearly with relevant details that	clearly with relevant details that		
details		topic/opinion	support the topic/opinion	support the topic/opinion		
Engage effectively in a	N/A	N/A	N/A	N/A		
range of collaborative						
grade-level discussions						

## **MATHEMATICS**

OPERATIONS				
	Applies skills less than half of the time	Applies skills more than half of the time	3 Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Apply place value to show an understanding of multi-digit whole numbers	N/A	N/A	N/A	N/A
Use place value understandings and properties of operations to perform multi-digit arithmetic	N/A	N/A	N/A	N/A

Add and subtract fractions and	Minimally	Inconsistently	Consistently	Consistently
mixed numbers with unlike	Demonstrates ability to add	Demonstrates ability to add and	Demonstrates ability to add and	Demonstrates ability to add and
denominators and extend this	and subtract fractions and	subtract fractions and mixed numbers	subtract fractions and mixed	subtract fractions and mixed
understanding to real-world	mixed numbers with unlike	with unlike denominators.	numbers with unlike	numbers with unlike denominators
problems.	denominators.		denominators.	(includes multiple methods and
		Solves real-world word problems that		representations).
	Solves real-world word	involve adding and subtracting	Solves real-world word problems	
	problems that involve	fractions and mixed numbers with	that involve adding and	Solves complex real-world word
	adding and subtracting	unlike fractions.	subtracting fractions and mixed	problems that involve adding and
	fractions and mixed		numbers with unlike fractions.	subtracting fractions and mixed
	numbers with unlike	*Occasionally receives 1-on-1/small		numbers with unlike fractions.
	fractions.	group instruction.		
				**Independently completes
	*Often receives 1-on-			extension activities of skills such
	1/small group instruction.			as POYTC and enrichment
				packets.
Multiply and divide fractions	Minimally	Inconsistently	Consistently	Consistently
and whole numbers. Extend	Demonstrates ability to	Demonstrates ability to multiply and	Demonstrates ability to multiply	Demonstrates ability to multiply
this understanding to real-	multiply and divide	divide fractions, mixed numbers, and	and divide fractions, mixed	and divide fractions, mixed
world problems.	fractions, mixed numbers,	whole numbers.	numbers, and whole numbers.	numbers, and whole numbers.
	and whole numbers.			
		Solves real-world problems that	Solves real-world problems that	Solves complex real-world
	Solves real-world problems	involve multiplying and dividing	involve multiplying and dividing	problems that involve multiplying
	that involve multiplying	fractions and whole numbers.	fractions and whole numbers.	and dividing fractions and whole
	and dividing fractions and	D 1 1 1 6	D	numbers.
	whole numbers.	Demonstrates understanding of	Demonstrates understanding of	D
	Demonstrates	multiplication as scaling (resizing).	multiplication as scaling	Demonstrates understanding of
	Demonstrates	*0	(resizing).	multiplication as scaling (resizing).
	understanding of	*Occasionally receives 1-on-1/small		**Independently completes
	multiplication as scaling	group instruction.		**Independently completes extension activities of skills such
	(resizing).			as POYTC and enrichment
	*Often receives 1-on-			packets.
	1/small group instruction.			packets.
	1/sman group instruction.			

ALGEBRAIC CONCEPTS					
Descriptor	Applies skills less than half of the time  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	2 Applies skills more than half of the time  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	Applies skills a large majority of the time  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)	
Interpret and evaluate numerical expressions using order of operations	N/A	N/A	N/A	N/A	
Create, generate, and analyze patterns using two rules	Minimally Creates and generates two numerical patterns using two given rules.  Identifies apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.  *Often receives 1-on-	Inconsistently Creates and generates two numerical patterns using two given rules.  Identifies apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.  *Occasionally receives 1-on-1/small group instruction.	Consistently Creates and generates two numerical patterns using two given rules.  Identifies apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.	Consistently Creates and generates two numerical patterns using two given rules.  Identifies apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.  *Independently completes extension activities of skills such as POYTC and enrichment packets.	

GEOMETRY				
	1 Applies skills less than	2 Applies skills more than half of the	3 Applies skills a large majority	4 Exceeds skills expectations a large
	half of the time	time	of the time	majority of the time
Descriptor	(Performance is approaching, but not	(Performance demonstrates progress towards meeting the standard as	(Performance consistently meets the standards as required for the	(Performance consistently exceeds the standard required for the grade
	meeting, the benchmarks	required for the grade level. The	grade level. The student applies	level. Student is able to extend and
	as required for meeting grade level standards.)	student is developing an understanding of key concepts, processes, and skills.)	the key concepts, processes, and skills.)	apply key concepts, processes, and skills.)
Graph points in the first quadrant on the	N/A	N/A	N/A	N/A
coordinate plan and interpret these ordered				
pairs to solve real-world problems.				

<sup>5&</sup>lt;sup>th</sup> Grade Report Card Rubric, MP 2 rev. 11/1/2018

Classify 2-dimensional figures into	N/A	N/A	N/A	N/A
categories based on an understanding of				
their properties.				

MEASUREMENT, DATA AND PROBABILITY				
	1 Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Solve problems with conversions within a given measurement system.	N/A	N/A	N/A	N/A
Organize, display, and interpret data on graphs and tables.	N/A	N/A	N/A	N/A
Find volumes of solid figures and extend an understanding of volume to real-world problems.	N/A	N/A	N/A	N/A