

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

## ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILLS OF LITERACY				
Descriptor	1 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.)	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.)
Reads with fluency	<b>Minimally</b> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretations and pausing guided by author's meaning and punctuation, with minimal self-corrections/repetitions; mostly appropriate stress and rate with some slowdowns (regardless of student's instructional reading level)	<b>Inconsistently</b> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretations and pausing guided by author's meaning and punctuation, with minimal self-corrections/repetitions; mostly appropriate stress and rate with some slowdowns (regardless of student's instructional reading level)	<b>Consistently</b> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretations and pausing guided by author's meaning and punctuation, with minimal self-corrections/repetitions; mostly appropriate stress and rate with some slowdowns (regardless of student's instructional reading level)	<b>Consistently</b> Reads primarily in three- or four-word phrase groups; all smooth, expressive interpretations and pausing guided by author's meaning and punctuation, with no self-corrections/repetitions; appropriate stress and rate guided by the content of the text (regardless of student's instructional reading level)

READING LITERATURE				
Descriptor	1 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.)	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.)
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

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

READING INFORMATIONAL TEXT				
Descriptor	1 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.)	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	<b>Minimally</b> Determines a main idea of a text and supports it with some details.	<b>Inconsistently</b> Determines a main idea of a text and explains how it is supported by key details; summarize most of the text.	<b>Consistently</b> Determines a main idea(s) of a text and explains how they are supported by key details; summarize the text.	<b>Consistently</b> 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	<b>Minimally</b> Identifies an author's craft technique and author's goal.	<b>Inconsistently</b> 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.	<b>Consistently</b> 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.	<b>Consistently</b> 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)	<b>Minimally</b> Explains the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a text.	<b>Inconsistently</b> Explains the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a text using textual evidence.	<b>Consistently</b> Explains the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a text using textual evidence.	<b>Consistently</b> 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.

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

WRITING AND CONVENTIONS				
Descriptor	1 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.)	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.)
Writes narrative pieces proficiently	N/A	N/A	N/A	N/A
Writes informational pieces proficiently	<b>Minimally</b> Introduces the topic, may develop the topic with relevant vocabulary, fact, and details.  Groups related information logically.	<b>Inconsistently</b> 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	<b>Consistently</b> 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	<b>Consistently</b> 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	<b>Minimally</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing.	<b>Inconsistently</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Consistently</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Consistently</b> 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	<b>Minimally</b> Uses grade-level appropriate spelling	<b>Inconsistently</b> Uses grade-level appropriate spelling	<b>Consistently</b> Uses grade-level appropriate spelling	<b>Consistently</b> Uses grade-level and above appropriate spelling

SPEAKING AND LISTENING				
Descriptor	1	2	3	4
	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.)	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.)	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.)
Report on a topic/present an opinion to support main ideas with relevant details	<b>Minimally</b> Attempts to express ideas on a topic/opinion	<b>Inconsistently</b> May express ideas and feelings with relevant details that support the topic/opinion	<b>Consistently</b> Expresses ideas and feelings clearly with relevant details that support the topic/opinion	<b>Consistently</b> Synthesizes ideas and feelings clearly with relevant details that support the topic/opinion
Engage effectively in a range of collaborative grade-level discussions	N/A	N/A	N/A	N/A

## MATHEMATICS

OPERATIONS				
Descriptor	1	2	3	4
	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.)	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.)	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.)
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

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

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

Classify 2-dimensional figures into categories based on an understanding of their properties.	N/A	N/A	N/A	N/A
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MEASUREMENT, DATA AND PROBABILITY				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (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.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (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