PASD 5th Grade Report Card Rubric MP 3

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILLS OF LITERACY					
	1	2	3	4	
	Applies skills less than half of	Applies skills more than half of the time	Applies skills a large majority of	Exceeds skills expectations a large majority	
	the time		the time	of the time	
Descriptor		(Performance demonstrates progress			
Descriptor	(Performance is approaching,	towards meeting the standard as required for	(Performance consistently meets the	(Performance consistently exceeds the	
	but not meeting, the	the grade level. The student is developing	standards as required for the grade	standard required for the grade level. Student	
	benchmarks as required for	an understanding of key concepts,	level. The student applies the key	is able to extend and apply key concepts,	
	meeting grade level standards.)	processes, and skills.)	concepts, processes, and skills.)	processes, and skills.)	
Reads with fluency	N/A	N/A	N/A	N/A	

READING LITERATURE				
	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.)
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 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	N/A N/A	N/A N/A

Determines meaning and	N/A	N/A	N/A	N/A
appropriately uses words,				
phrases, multiple meanings,				
and/or new vocabulary through				
interactions with text				
Reads literary text proficiently	N/A	N/A	N/A	N/A
and independently in the fifth				
grade text complexity band				

READING INFORMATIONAL TEXT				
	1 Applies skills less than half of the time	2 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.)
Determines two or more	Minimally	Inconsistently	Consistently	Consistently
main ideas of a text and	Determines a main idea of	Determines a main idea of a text and	Determines a main idea(s) of a text	Determines a clear, concise main
explains how they are	a text and supports it with	explains how it is supported by key	and explains how they are supported	idea(s) of a text and explains how
supported by key details;	some details.	details; summarize most of the text.	by key details; summarize the text.	they are supported by key details;
summarize the text				thoroughly summarizes the text.
Identifies an author's craft	N/A	N/A	N/A	N/A
technique(s) and elaborates				
how the technique(s)				
support the author's goals	NY/4	27/4	N/A	27/4
Makes inferences based on	N/A	N/A	N/A	N/A
major relationships between events or ideas in the text(s)				
	N/A	N/A	N/A	N/A
Compares and contrasts the	IN/A	N/A	IN/A	N/A
texts (or parts of the text) in terms of perspective, craft,				
and/or structure				
Analyze parts of a text in	Minimally	Inconsistently	Consistently	Consistently
relation to the whole	Lacks use of academic	May use academic language to	Uses academic language to	Effectively uses academic
relation to the whole	language to determine	determine how parts of the text fit	determine how parts of the text fit	language to determine how parts of
	how parts of the text fit	with the whole structure and with the	with the whole structure and with	the text fit with the whole structure
	with the whole structure	main idea(s). Explain using textual	the main idea(s). Explain using	and with the main idea(s). Explain
	and with the main idea(s).	evidence.	textual evidence.	using textual evidence and
				including their own ideas.

Analyze multiple accounts	Minimally	Inconsistently	Consistently	Consistently
of the same event or topic,	Analyzes multiple	Analyzes multiple accounts of the	Analyzes multiple accounts of the	Strongly analyzes multiple
noting important similarities	accounts of the same	same event or topic, notes and	same event or topic, notes and	accounts of the same event or
and differences in the point	event or topic, notes and	explains important similarities and	explains important similarities and	topic, notes and clearly explains
of view they represent	explains important	differences in the points of view using	differences in the points of view	important similarities and
	similarities and	textual evidence.	using textual evidence.	differences in the points of view
	differences in the points			and the credentials of the sources
	of view.			using textual evidence.
Integrate information from	Minimally	Inconsistently	Consistently	Consistently
several texts or digital	Categorizes information	Categorizes information into headings	Categorizes information into	Categorizes information into
sources to demonstrate	into headings and relevant	and relevant details from several	headings and relevant details from	headings and relevant details from
understanding of the topic	details from several	sources.	several sources.	several sources. Notes and
	sources.			explains differences among the
				sources using textual evidence.
Determines meaning and	Minimally	Inconsistently	Consistently	Consistently
appropriately uses words,	Determines meaning and	Determines meaning and	Determines meaning and	Determines meaning and
phrases, multiple meanings,	appropriately uses words,	appropriately uses words, phrases,	appropriately uses words, phrases,	appropriately uses words, phrases,
and/or new vocabulary	phrases, multiple	multiple meanings, and/or new	multiple meanings, and/or new	multiple meanings, and/or new
and/or new vocabulary through interactions with		multiple meanings, and/or new vocabulary through interactions with	multiple meanings, and/or new vocabulary through interactions	multiple meanings, and/or new vocabulary through interactions
	phrases, multiple			multiple meanings, and/or new
through interactions with text	phrases, multiple meanings, and/or new	vocabulary through interactions with text	vocabulary through interactions with text	multiple meanings, and/or new vocabulary through interactions specifically using literary language correctly
through interactions with text Reads informational and	phrases, multiple meanings, and/or new vocabulary through interactions with text Minimally	vocabulary through interactions with text Inconsistently	vocabulary through interactions with text Consistently	multiple meanings, and/or new vocabulary through interactions specifically using literary language correctly Consistently
through interactions with text Reads informational and literary non-fiction text	phrases, multiple meanings, and/or new vocabulary through interactions with text Minimally Reads and comprehends	vocabulary through interactions with text Inconsistently Reads and comprehends literary	vocabulary through interactions with text Consistently Reads and comprehends literary	multiple meanings, and/or new vocabulary through interactions specifically using literary language correctly Consistently Reads and comprehends literary
Reads informational and literary non-fiction text proficiently and	phrases, multiple meanings, and/or new vocabulary through interactions with text Minimally Reads and comprehends literary nonfiction on	vocabulary through interactions with text Inconsistently Reads and comprehends literary nonfiction on guided reading and/or	vocabulary through interactions with text Consistently Reads and comprehends literary nonfiction on guided reading and/or	multiple meanings, and/or new vocabulary through interactions specifically using literary language correctly Consistently Reads and comprehends literary nonfiction on guided reading
Reads informational and literary non-fiction text proficiently and independently in the fifth	phrases, multiple meanings, and/or new vocabulary through interactions with text Minimally Reads and comprehends literary nonfiction on guided reading and/or	vocabulary through interactions with text Inconsistently Reads and comprehends literary nonfiction on guided reading and/or F&P level S, as measured by	vocabulary through interactions with text Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level T/U, as measured by	multiple meanings, and/or new vocabulary through interactions specifically using literary language correctly Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level U/V or above, as
Reads informational and literary non-fiction text proficiently and	phrases, multiple meanings, and/or new vocabulary through interactions with text Minimally Reads and comprehends literary nonfiction on guided reading and/or F&P level R or below, as	vocabulary through interactions with text Inconsistently Reads and comprehends literary nonfiction on guided reading and/or F&P level S, as measured by conferring, small group instruction,	vocabulary through interactions with text Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level T/U, as measured by conferring, small group instruction,	multiple meanings, and/or new vocabulary through interactions specifically using literary language correctly Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level U/V or above, as measured by conferring, small
Reads informational and literary non-fiction text proficiently and independently in the fifth	phrases, multiple meanings, and/or new vocabulary through interactions with text Minimally Reads and comprehends literary nonfiction on guided reading and/or F&P level R or below, as measured by conferring,	vocabulary through interactions with text Inconsistently Reads and comprehends literary nonfiction on guided reading and/or F&P level S, as measured by	vocabulary through interactions with text Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level T/U, as measured by	multiple meanings, and/or new vocabulary through interactions specifically using literary language correctly Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level U/V or above, as
Reads informational and literary non-fiction text proficiently and independently in the fifth	phrases, multiple meanings, and/or new vocabulary through interactions with text Minimally Reads and comprehends literary nonfiction on guided reading and/or F&P level R or below, as	vocabulary through interactions with text Inconsistently Reads and comprehends literary nonfiction on guided reading and/or F&P level S, as measured by conferring, small group instruction,	vocabulary through interactions with text Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level T/U, as measured by conferring, small group instruction,	multiple meanings, and/or new vocabulary through interactions specifically using literary language correctly Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level U/V or above, as measured by conferring, small

WRITING AND CONVENTIONS					
	1 Applies skills less than half of the time	2 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.)	
Writes narrative pieces proficiently	N/A	N/A	N/A	N/A	

^{5&}lt;sup>th</sup> Grade Report Card Rubric, MP 3 rev. 11/1/2018

Writes informational	N/A	N/A	N/A	N/A
pieces proficiently				
Writes opinion pieces	Minimally	Inconsistently	Consistently	Consistently
proficiently	Writes an introduction	Writes an introduction stating	Writes a clear introduction stating	Writes a clear thesis statement with supports
		opinion or claim	opinion or claim	
	Uses evidence			Organizes ideas logically
		Organizes ideas	Organizes ideas logically	
	Provides a concluding			Develops an analysis using a variety of
	sentence	Uses a variety of relevant evidence	Develops an analysis using a	evidence, opinions, ideas, and inferences
		-	variety of evidences	
		Uses transition words		Uses transition words and domain specific
			Uses transition words and domain	vocabulary
		Provides a concluding sentence	specific vocabulary	·
				Establishes and maintains a formal style
			Establishes and maintains a formal	
			style	Provides a concluding section related to the
			, and the second	analysis
			Provides a concluding section	
			related to the analysis	
Uses grade-level	Minimally	Inconsistently	Consistently	Consistently
appropriate grammar,	Uses grade-level	Uses grade-level appropriate	Uses grade-level appropriate	Uses grade-level appropriate grammar,
capitalization, and	appropriate grammar,	grammar, capitalization, and	grammar, capitalization, and	capitalization, and punctuation when writing.
punctuation when	capitalization, and	punctuation when writing	punctuation when writing	The state of the s
writing	punctuation when	r	r	Additionally, uses a variety of complex
Witting	writing.			sentence structures and lengths
Uses grade-level	Minimally	Inconsistently	Consistently	Consistently
appropriate spelling	Uses grade-level	Uses grade-level appropriate spelling	Uses grade-level appropriate	Uses grade-level and above appropriate
appropriate spennig	appropriate spelling	coes grade level appropriate spelling	spelling	spelling
	appropriate spennig		spennig	spennig

SPEAKING AND LISTENING					
	1	2	3	4	
	Applies skills less than half of	Applies skills more than half of the time	Applies skills a large majority of	Exceeds skills expectations a large	
	the time		the time	majority of the time	
Descriptor		(Performance demonstrates progress			
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/	Minimally	Inconsistently	Consistently	Consistently	
present an opinion to	Attempts to express ideas on	May express ideas and feelings with	Expresses ideas and feelings	Synthesizes ideas and feelings clearly	
support main ideas with	a topic/opinion	relevant details that support the	clearly with relevant details that	with relevant details that support the	
relevant details		topic/opinion	support the topic/opinion	topic/opinion	

Engage effectively in a	N/A	N/A	N/A	N/A
range of collaborative				
grade-level discussions				

MATHEMATICS

OPERATIONS				
	1 Applies skills less than half of the	2 Applies skills more than half of the	3 Applies skills a large	4 Exceeds skills expectations a large majority
	time	time	majority of the time	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	Minimally	Inconsistently	Consistently	Consistently
an understanding of multi-	Demonstrates place value	Demonstrates place value	Demonstrates place value	Demonstrates place value concepts beyond
digit whole numbers	concepts to the thousandths place	concepts to the thousandths place	concepts to the thousandths place	the thousandths place
		Orders AND compares numbers		Orders AND compares numbers beyond
	Orders AND compares numbers to the thousandths place	to the thousandths place	Orders AND compares numbers to the thousandths	the thousandths place
		Rounds and estimates numbers	place	Rounds and estimates numbers beyond the
	Rounds and estimates numbers through the thousandths place	through the thousandths place	Rounds and estimates	thousandths place
		*Occasionally receives 1-on-	numbers through the	**Independently completes extension
	*Often receives 1-on-1/small group instruction.	1/small group instruction.	thousandths place	activities of skills such as POYTC and enrichment packets.
Use place value	Minimally	Inconsistently	Consistently	Consistently
understandings and	Add, subtract, multiply, and	Add, subtract, multiply, and	Add, subtract, multiply,	Add, subtract, multiply, and divide
properties of operations to	divide decimals to hundredths	divide decimals to hundredths (no	and divide decimals to	decimals beyond the hundredths (no
perform multi-digit arithmetic	(no divisors with decimals).	divisors with decimals).	hundredths (no divisors with decimals).	divisors with decimals).
	Correctly computes accurately	Correctly computes accurately		Correctly computes accurately straight
	straight computation and word	straight computation and word	Correctly computes	computation and complex word problems.
	problems.	problems.	accurately straight	
			computation and word	**Independently completes extension
	*Often receives 1-on-1/small	*Occasionally receives 1-on-	problems.	activities of skills such as POYTC and
	group instruction.	1/small group instruction.		enrichment packets.

^{5&}lt;sup>th</sup> Grade Report Card Rubric, MP 3 rev. 11/1/2018

Add and subtract fractions	N/A	N/A	N/A	N/A
and mixed numbers with				
unlike denominators and				
extend this understanding				
to real-world problems.				
Multiply and divide	N/A	N/A	N/A	N/A
fractions and whole				
numbers. Extend this				
understanding to real-				
world problems.				

ALGEBRAIC CONCEP	TS			
	1 Applies skills less than half of the time	2 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.)
Interpret and evaluate	Minimally	Inconsistently	Consistently	Consistently
numerical expressions	Uses multiple grouping symbols	Uses multiple grouping symbols	Uses multiple grouping	Uses multiple grouping symbols
using order of operations	(parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols.	(parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols.	symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions	(parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols.
	Writes simple expressions that	Writes simple expressions that	containing these symbols.	Writes complex expressions that model calculations with numbers and
	model calculations with numbers and interpret numerical expressions without evaluating them.	model calculations with numbers and interpret numerical expressions without evaluating them.	Writes simple expressions that model calculations with numbers and interpret	interpret numerical expressions without evaluating them.
	*Often receives 1-on-1/small group instruction.	*Occasionally receives 1-on-1/small group instruction.	numerical expressions without evaluating them.	**Independently completes extension activities of skills such as POYTC and enrichment packets.
Create, generate, and analyze patterns using two rules	N/A	N/A	N/A	N/A

GEOMETRY				
	1 Applies skills less than half of the time	2 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.)
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

MEASUREMENT, DATA AND PROBABILITY							
	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.	Minimally Solves problems using simple conversions (including multi-step, real-world problems).	Inconsistently Solves problems using simple conversions (including multi-step, real-world problems).	Consistently Solves problems using simple conversions (including multi-step, realworld problems).	Consistently Solves problems using complex conversions (including multi-step, real-world problems).			
	*Often receives 1-on-1/small group instruction.	*Occasionally receives 1-on-1/small group instruction.		**Independently completes extension activities of skills such as POYTC and enrichment packets.			

Organize, display, and	Minimally	Inconsistently	Consistently	Consistently
interpret data on graphs	Solves problems involving	Solves problems involving	Solves problems involving	Solves complex problems involving
and tables.	computation of fractions by using	computation of fractions by using	computation of fractions by	computation of fractions by using
	information presented in line plots.	information presented in line plots.	using information presented	information presented in line plots.
			in line plots.	
	Displays and interprets data shown	Displays and interprets data shown		Displays and interprets data shown in
	in tallies, tables, charts, pictographs,	in tallies, tables, charts, pictographs,	Displays and interprets data	tallies, tables, charts, pictographs, bar
	bar graphs, and line graphs, and use	bar graphs, and line graphs, and use	shown in tallies, tables,	graphs, and line graphs, and use a title,
	a title, appropriate scale, and labels.	a title, appropriate scale, and labels.	charts, pictographs, bar	appropriate scale, and labels. A grid will
	A grid will be provided to display	A grid will be provided to display	graphs, and line graphs, and	be provided to display data on bar
	data on bar graphs or line graphs.	data on bar graphs or line graphs.	use a title, appropriate scale,	graphs or line graphs.
			and labels. A grid will be	
	*Often receives 1-on-1/small group	*Occasionally receives 1-on-1/small	provided to display data on	**Independently completes extension
	instruction.	group instruction.	bar graphs or line graphs.	activities of skills such as POYTC and
				enrichment packets.
Find volumes of solid	N/A	N/A	N/A	N/A
figures and extend an				
understanding of				
volume to real-world				
problems.				