

PASD 5th Grade Report Card Rubric MP 3

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILLS OF LITERACY				
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.)
Reads with fluency	N/A	N/A	N/A	N/A

READING LITERATURE				
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.)
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	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 Determines a clear, concise main idea(s) of a text and explains how they are supported by key details; thoroughly summarizes the text.
Identifies an author's craft technique(s) and elaborates how the technique(s) support the author's goals	N/A	N/A	N/A	N/A
Makes inferences based on major relationships between events or ideas in the text(s)	N/A	N/A	N/A	N/A
Compares and contrasts the texts (or parts of the text) in terms of perspective, craft, and/or structure	N/A	N/A	N/A	N/A
Analyze parts of a text in relation to the whole	Minimally Lacks use of academic language to determine how parts of the text fit with the whole structure and with the main idea(s).	Inconsistently May use academic language to determine how parts of the text fit with the whole structure and with the main idea(s). Explain using textual evidence.	Consistently Uses academic language to determine how parts of the text fit with the whole structure and with the main idea(s). Explain using textual evidence.	Consistently Effectively uses academic language to determine how parts of the text fit with the whole structure and with the main idea(s). Explain using textual evidence and including their own ideas.

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	Minimally Analyzes multiple accounts of the same event or topic, notes and explains important similarities and differences in the points of view.	Inconsistently Analyzes multiple accounts of the same event or topic, notes and explains important similarities and differences in the points of view using textual evidence.	Consistently Analyzes multiple accounts of the same event or topic, notes and explains important similarities and differences in the points of view using textual evidence.	Consistently Strongly analyzes multiple accounts of the same event or topic, notes and clearly explains important similarities and differences in the points of view and the credentials of the sources using textual evidence.
Integrate information from several texts or digital sources to demonstrate understanding of the topic	Minimally Categorizes information into headings and relevant details from several sources.	Inconsistently Categorizes information into headings and relevant details from several sources.	Consistently Categorizes information into headings and relevant details from several sources.	Consistently Categorizes information into headings and relevant details from several sources. Notes and explains differences among the sources using textual evidence.
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Minimally Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Inconsistently Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Consistently Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	Consistently Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions specifically using literary language correctly
Reads informational and literary non-fiction text proficiently and independently in the fifth grade text complexity band	Minimally Reads and comprehends literary nonfiction on guided reading and/or F&P level R or below , as measured by conferring, small group instruction, and/or book clubs, etc.	Inconsistently Reads and comprehends literary nonfiction on guided reading and/or F&P level S , as measured by conferring, small group instruction, and/or book clubs, etc.	Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level T/U , as measured by conferring, small group instruction, and/or book clubs, etc.	Consistently Reads and comprehends literary nonfiction on guided reading and/or F&P level U/V or above , 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	N/A	N/A	N/A	N/A
Writes opinion pieces proficiently	Minimally Writes an introduction Uses evidence Provides a concluding sentence	Inconsistently Writes an introduction stating opinion or claim Organizes ideas Uses a variety of relevant evidence Uses transition words Provides a concluding sentence	Consistently Writes a clear introduction stating opinion or claim Organizes ideas logically Develops an analysis using a variety of evidences Uses transition words and domain specific vocabulary Establishes and maintains a formal style Provides a concluding section related to the analysis	Consistently Writes a clear thesis statement with supports Organizes ideas logically Develops an analysis using a variety of evidence, opinions, ideas, and inferences Uses transition words and domain specific vocabulary Establishes and maintains a formal style Provides a concluding section related to the analysis
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				
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	Minimally Attempts to express ideas on a topic/opinion	Inconsistently May express ideas and feelings with relevant details that support the topic/opinion	Consistently Expresses ideas and feelings clearly with relevant details that support the topic/opinion	Consistently 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
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MATHEMATICS

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

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

ALGEBRAIC CONCEPTS				
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.)
Interpret and evaluate numerical expressions using order of operations	Minimally Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols. Writes simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them. *Often receives 1-on-1/small group instruction.	Inconsistently Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols. Writes simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them. *Occasionally receives 1-on-1/small group instruction.	Consistently Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols. Writes simple expressions that model calculations with numbers and interpret numerical expressions without evaluating them.	Consistently Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols. Writes complex expressions that model calculations with numbers and interpret 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				
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.)
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				
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.)
Solve problems with conversions within a given measurement system.	Minimally Solves problems using simple conversions (including multi-step, real-world problems). *Often receives 1-on-1/small group instruction.	Inconsistently Solves problems using simple conversions (including multi-step, real-world problems). *Occasionally receives 1-on-1/small group instruction.	Consistently Solves problems using simple conversions (including multi-step, real-world problems).	Consistently Solves problems using complex conversions (including multi-step, real-world problems). **Independently completes extension activities of skills such as POYTC and enrichment packets.

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