

# PASD 5<sup>th</sup> Grade Report Card Rubric MP 4

## ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILLS OF LITERACY				
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.)
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 test (regardless of student's instructional reading level)

READING LITERATURE				
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.)

Explain how parts of a text (story, drama or poem) fit together to provide the overall structure of the given text	<b>Minimally</b> Tells what came before the part and/or what came after it	<b>Inconsistently</b> Identifies a specific part of the text (e.g., theme, conflict, resolution, specific events...) but does not consistently explain how it affects the whole story using textual evidence.	<b>Consistently</b> Identifies how a specific part of the text (e.g., theme, conflict, resolution, specific events...) affects the whole story using textual evidence. Discusses a bigger idea or overall theme.	<b>Consistently</b> Identifies and explains how a specific part of the text (e.g., theme, conflict, resolution, specific events...) affects the whole story using textual evidence. Accurately connects to a stated theme.
Describe an author's purpose by analyzing the craft technique(s) used in the text	<b>Minimally</b> Identifies author's craft technique and author's goal	<b>Inconsistently</b> Uses story elements to name an author's craft technique but inconsistently elaborates on how that technique supports the author's goal or vice versa using textual evidence	<b>Consistently</b> Uses story elements to name an author's craft technique and elaborates on how that technique supports the author's goal using textual evidence	<b>Consistently</b> Uses story elements and literary language to name an author's craft technique and elaborates on how that technique supports the author's goal across the text using textual evidence; connecting it to a larger idea or themes
Determine theme(s) in a text	<b>Minimally</b> Determines a theme of a story, drama, or poem from details in the text	<b>Inconsistently</b> Determines a theme of a story, drama, or poem from details in the text and supports with textual evidence	<b>Consistently</b> Determines a theme of a story, drama, or poem from details in the text and supports with relevant textual evidence, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic	<b>Consistently</b> Determines more than one theme of a story, drama, or poem from details in the text and fully supports with relevant textual evidence, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic
Compare and contrast the texts (or parts of the text) in terms of story elements and themes	<b>Minimally</b> Compares and contrasts a story, drama, or poem	<b>Inconsistently</b> Compares and contrasts characters, settings, themes, or events in a story, drama, or poem, drawing on specific details in the text	<b>Consistently</b> Compares and contrasts two or more characters, settings, themes, or events in a story, drama, or poem, drawing on specific details in the text	<b>Consistently</b> Compares and contrasts two or more characters, settings, themes, or events in a story, drama, or poem, drawing on specific details and craft techniques in the text
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 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
Reads literary text proficiently and independently in the fifth grade text complexity band	<b>Minimally</b> Reads and comprehends literature on guided reading and/or F&P level <b>S or below</b> , as measured by conferring, small group instruction, and/or book clubs, etc.	<b>Inconsistently</b> Reads and comprehends literature on guided reading and/or F&P level <b>T</b> , as measured by conferring, small group instruction, and/or book clubs, etc.	<b>Consistently</b> Reads and comprehends literature on guided reading and/or F&P level <b>U/V/W</b> , as measured by conferring, small group instruction, and/or book clubs, etc.	<b>Consistently</b> Reads and comprehends literature on guided reading and/or F&P level <b>W/X or above</b> , as measured by conferring, small group instruction, and/or book clubs, etc.

READING INFORMATIONAL TEXT				
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.)
Determines two or more main ideas of a text and explains how they are supported by key details; summarize the text	N/A	N/A	N/A	N/A
Identifies an author's craft technique(s) and explains how the technique(s) supports 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	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	N/A	N/A	N/A	N/A
Reads informational and literary non-fiction text proficiently and independently in the fifth grade text complexity band	N/A	N/A	N/A	N/A

WRITING AND CONVENTIONS				
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.)
Writes narrative pieces proficiently	<b>Minimally</b> Writes about one small moment using some transition words with a possible beginning, middle, and/or end  May use descriptive language and/or dialogue	<b>Inconsistently</b> Writes narratives or memoirs to develop real experiences.  Establishes a situation and introduces the characters.  Uses details and includes dialogue.  Organizes the narrative into paragraphs using transitional words and phrases, and provides a conclusion.	<b>Consistently</b> Writes narratives or memoirs to develop real experiences.  Orients the reader by establishing a situation and introducing the characters.  Uses descriptive language and includes dialogue that shows character motivations.  Organizes the narrative into paragraphs using a variety of transitional words and phrases, and provides a conclusion that is connected to the overall theme.	<b>Consistently</b> Writes narratives or memoirs to develop real experiences focused around a central theme.  Orients the reader by establishing a situation and introducing the characters.  Uses descriptive language and includes purposeful dialogue that shows character motivations and keeps the reader engaged.  Organizes the narrative into paragraphs using a variety of transitional words and phrases, and provides a conclusion that is connected to the overall theme(s).
Writes informational pieces proficiently	N/A	N/A	N/A	N/A
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	<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.)
Report on a topic/present an opinion to support main ideas with relevant details	N/A	N/A	N/A	N/A
Engage effectively in a range of collaborative grade-level discussions	<b>Minimally</b> Actively participates in discussions, asks questions to check understanding, stays on topic, and links their comments to the remarks of others	<b>Inconsistently</b> Actively participates in discussions, asks questions to check understanding, stays on topic, and links their comments to the remarks of others	<b>Consistently</b> Actively participates in discussions, asks questions to check understanding, stays on topic, and links their comments to the remarks of others	<b>Consistently</b> Actively leads and participates in discussions, asks questions to check understanding, stays on topic, and links their comments to the remarks of others to grow or modify their own understanding of the text

# MATHEMATICS

OPERATIONS				
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.)
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 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	N/A	N/A	N/A	N/A
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 plane and interpret these ordered pairs to solve real-world problems.	<p><b>Minimally</b> Identifies parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.</p> <p>Represents real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.</p> <p>*Often receives 1-on-1/small group instruction.</p>	<p><b>Inconsistently</b> Identifies parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.</p> <p>Represents real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.</p> <p>*Occasionally receives 1-on-1/small group instruction.</p>	<p><b>Consistently</b> Identifies parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.</p> <p>Represents real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.</p>	<p><b>Consistently</b> Identifies parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.</p> <p>Represents complex real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.</p> <p>**Independently completes extension activities of skills such as POYTC and enrichment packets.</p>
Classify 2-dimensional figures into categories based on an understanding of their properties.	<p><b>Minimally</b> Classifies 2-dimensional figures in a hierarchy based on properties.</p> <p><u>Example 1:</u> All polygons have at least 3 sides, and pentagons are polygons, so all pentagons have at least 3 sides.</p> <p><u>Example 2:</u> A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.</p> <p>*Often receives 1-on-1/small group instruction.</p>	<p><b>Inconsistently</b> Classifies 2-dimensional figures in a hierarchy based on properties.</p> <p><u>Example 1:</u> All polygons have at least 3 sides, and pentagons are polygons, so all pentagons have at least 3 sides.</p> <p><u>Example 2:</u> A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.</p> <p>*Occasionally receives 1-on-1/small group instruction.</p>	<p><b>Consistently</b> Classifies 2-dimensional figures in a hierarchy based on properties.</p> <p><u>Example 1:</u> All polygons have at least 3 sides, and pentagons are polygons, so all pentagons have at least 3 sides.</p> <p><u>Example 2:</u> A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.</p>	<p><b>Consistently</b> Extends ability to classify 2-dimensional figures in a hierarchy based on properties.</p> <p><u>Example 1:</u> All polygons have at least 3 sides, and pentagons are polygons, so all pentagons have at least 3 sides.</p> <p><u>Example 2:</u> A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.</p> <p>**Independently completes extension activities of skills such as POYTC and enrichment packets.</p>

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.	<b>Minimally</b> Solves problems using simple conversions (including multi-step, real-world problems).  *Often receives 1-on-1/small group instruction.	<b>Inconsistently</b> Solves problems using simple conversions (including multi-step, real-world problems).  *Occasionally receives 1-on-1/small group instruction.	<b>Consistently</b> Solves problems using simple conversions (including multi-step, real-world problems).	<b>Consistently</b> 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.	<b>Minimally</b> Solves problems involving computation of fractions by using information presented in line plots.  Displays and interprets data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and uses a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.  *Often receives 1-on-1/small group instruction.	<b>Inconsistently</b> Solves problems involving computation of fractions by using information presented in line plots.  Displays and interprets data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and uses a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.  *Occasionally receives 1-on-1/small group instruction.	<b>Consistently</b> Solves problems involving computation of fractions by using information presented in line plots.  Displays and interprets data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and uses a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.	<b>Consistently</b> Solves complex problems involving computation of fractions by using information presented in line plots.  Displays and interprets data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and uses a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.  **Independently completes extension activities of skills such as POYTC and enrichment packets.



Find volumes of solid figures and extend an understanding of volume to real-world problems.	<p><b>Minimally</b>  Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.  <b>Formulas will be provided.</b></p> <p>*Often receives 1-on-1/small group instruction.</p>	<p><b>Inconsistently</b>  Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.  <b>Formulas will be provided.</b></p> <p>*Occasionally receives 1-on-1/small group instruction.</p>	<p><b>Consistently</b>  Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.  <b>Formulas will be provided.</b></p>	<p><b>Consistently</b>  Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving complex real-world and mathematical problems. <b>Formulas will be provided.</b></p> <p>**Independently completes extension activities of skills such as POYTC and enrichment packets.</p>
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