PASD 5th Grade Report Card Rubric MP 4

ENGLISH LANGUAGE ARTS

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

READING LITERATURE					
	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	(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. Student	
	benchmarks as required for	developing an understanding of key	level. The student applies the key	is able to extend and apply key concepts,	
	meeting grade level standards.)	concepts, processes, and skills.)	concepts, processes, and skills.)	processes, and skills.)	

Explain how parts of a text (story, drama or poem) fit together to provide the overall structure of the given text Describe an author's purpose by analyzing the craft technique(s) used in the text	Minimally Tells what came before the part and/or what came after it Minimally Identifies author's craft technique and author's goal	Inconsistently 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. Inconsistently 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	Consistently 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. Consistently Uses story elements to name an author's craft technique and elaborates on how that technique supports the author's goal using textual evidence	Consistently 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. Consistently 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	Minimally Determines a theme of a story, drama, or poem from details in the text	Inconsistently Determines a theme of a story, drama, or poem from details in the text and supports with textual evidence	Consistently 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	Consistently 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	Minimally Compares and contrasts a story, drama, or poem	Inconsistently Compares and contrasts characters, settings, themes, or events in a story, drama, or poem, drawing on specific details in the text	Consistently Compares and contrasts two or more characters, settings, themes, or events in a story, drama, or poem, drawing on specific details in the text	Consistently 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	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 literary text proficiently and independently in the fifth grade text complexity band	Minimally Reads and comprehends literature on guided reading and/or F&P level S or below, as measured by conferring, small group instruction, and/or book clubs, etc.	Inconsistently Reads and comprehends literature on guided reading and/or F&P level T, as measured by conferring, small group instruction, and/or book clubs, etc.	Consistently Reads and comprehends literature on guided reading and/or F&P level U/V/W, as measured by conferring, small group instruction, and/or book clubs, etc.	Consistently Reads and comprehends literature on guided reading and/or F&P level W/X or above, as measured by conferring, small group instruction, and/or book clubs, etc.

READING INFORMATIONAL TEXT

	1 Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
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 COM	WRITING AND CONVENTIONS					
Descriptor	Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	Applies skills more than half of the time (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	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	Minimally Writes about one small moment using some transition words with a possible beginning, middle, and/or end May use descriptive language and/or dialogue	Inconsistently 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.	Consistently 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.	Consistently 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 Writes opinion pieces proficiently	N/A N/A	N/A N/A	N/A N/A	N/A N/A		
Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Minimally Uses grade-level appropriate grammar, capitalization, and punctuation when writing.	Inconsistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Consistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Consistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing. Additionally, uses a variety of complex sentence structures and lengths		
Uses grade-level appropriate spelling	Minimally Uses grade-level appropriate spelling	Inconsistently Uses grade-level appropriate spelling	Consistently Uses grade-level appropriate spelling	Consistently Uses grade-level and above appropriate spelling		

5th Grade Report Card Rubric, MP 4

SPEAKING AND LISTE	ENING			
	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	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.)
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	Minimally Actively participates in discussions, asks questions to check understanding, stays on topic, and links their comments to the remarks of others	Inconsistently Actively participates in discussions, asks questions to check understanding, stays on topic, and links their comments to the remarks of others	Consistently Actively participates in discussions, asks questions to check understanding, stays on topic, and links their comments to the remarks of others	Consistently 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				
	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.)
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 multidigit arithmetic	N/A	N/A	N/A	N/A

^{5&}lt;sup>th</sup> Grade Report Card Rubric, MP 4 rev. 4/1/2019

5

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

ALGEBRAIC CONCEPTS					
	1	2	3	4	
	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	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	N/A	N/A	N/A	N/A	
numerical expressions					
using order of operations					
Create, generate, and	N/A	N/A	N/A	N/A	
analyze patterns using					
two rules					

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

	I	T .	I -: -	
Graph points in the first	Minimally	Inconsistently	Consistently	Consistently
quadrant on the coordinate	Identifies parts of the	Identifies parts of the coordinate	Identifies parts of the	Identifies parts of the coordinate plane (x-
plan and interpret these	coordinate plane (x-axis, y-	plane (x-axis, y-axis, and the	coordinate plane (x-axis, y-	axis, y-axis, and the origin) and the
ordered pairs to solve real-	axis, and the origin) and the	origin) and the ordered pair (x-	axis, and the origin) and the	ordered pair (x-coordinate and y-
world problems.	ordered pair (x-coordinate and	coordinate and <i>y</i> -coordinate).	ordered pair (x-coordinate	coordinate). Limit the coordinate plane to
	y-coordinate). Limit the	Limit the coordinate plane to	and y-coordinate). Limit the	quadrant I.
	coordinate plane to quadrant I.	quadrant I.	coordinate plane to quadrant	
			I.	Represents complex real-world and
	Represents real-world and	Represents real-world and		mathematical problems by plotting points
	mathematical problems by	mathematical problems by plotting	Represents real-world and	in quadrant I of the coordinate plane and
	plotting points in quadrant I of	points in quadrant I of the	mathematical problems by	interpret coordinate values of points in
	the coordinate plane and	coordinate plane and interpret	plotting points in quadrant I	the context of the situation.
	interpret coordinate values of	coordinate values of points in the	of the coordinate plane and	MANUTE 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	points in the context of the	context of the situation.	interpret coordinate values	**Independently completes extension
	situation.	*0	of points in the context of the situation.	activities of skills such as POYTC and
	*Often receives 1-on-1/small	*Occasionally receives 1-on- 1/small group instruction.	the situation.	enrichment packets.
	group instruction.	1/sman group instruction.		
Classify 2-dimensional	Minimally	Inconsistently	Consistently	Consistently
figures into categories based	Classifies 2-dimensional	Classifies 2-dimensional figures in	Classifies 2-dimensional	Extends ability to classify 2-dimensional
on an understanding of their	figures in a hierarchy based on	a hierarchy based on properties.	figures in a hierarchy based	figures in a hierarchy based on properties.
properties.	properties.	a merareny based on properties.	on properties.	rigures in a incrarcity based on properties.
properties.	properties.	Example 1: All polygons have at	on properties.	Example 1: All polygons have at least 3
	Example 1: All polygons have	least 3 sides, and pentagons are	Example 1: All polygons	sides, and pentagons are polygons, so all
	at least 3 sides, and pentagons	polygons, so all pentagons have a	have at least 3 sides, and	pentagons have a least 3 sides.
	are polygons, so all pentagons	least 3 sides.	pentagons are polygons, so	peniagons have a reast 5 stacs.
	have a least 3 sides.	reast 5 states.	all pentagons have a least 3	Example 2: A rectangle is a
		Example 2: A rectangle is a	sides.	parallelogram, which is a quadrilateral,
	Example 2: A rectangle is a	parallelogram, which is a		which is a polygon; so, a rectangle can be
	parallelogram, which is a	quadrilateral, which is a polygon;	Example 2: A rectangle is a	classified as a parallelogram, as a
	quadrilateral, which is a	so, a rectangle can be classified as	parallelogram, which is a	quadrilateral, and as a polygon.
	polygon; so, a rectangle can	a parallelogram, as a	quadrilateral, which is a	_
	be classified as a	quadrilateral, and as a polygon.	polygon; so, a rectangle can	**Independently completes extension
	parallelogram, as a		be classified as a	activities of skills such as POYTC and
	quadrilateral, and as a	*Occasionally receives 1-on-	parallelogram, as a	enrichment packets.
	polygon.	1/small group instruction.	quadrilateral, and as a polygon.	
	*Often receives 1-on-1/small			
	group instruction.			

MEASUREMENT, DATA AND PROBABILITY					
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		
(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	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.)		
Minimally	Inconsistently	Consistently	Consistently		
			Solves problems using complex		
1	, , ,	, ,	conversions (including multi-step, real-		
(including multi-step, real-world problems).		step, real-world problems).	world problems).		
	*Occasionally receives 1-on-1/small		**Independently completes extension		
	group instruction.		activities of skills such as POYTC and		
			enrichment packets.		
			Consistently		
			Solves complex problems involving		
1	, ,		computation of fractions by using		
in line plots.	-	line plots.	information presented in line plots.		
			Displays and interprets data shown in		
Displays and interprets data shown in tallies, tables,	tallies, tables, charts, pictographs, bar graphs, and line graphs, and uses a	Displays and interprets data shown in tallies, tables, charts,	tallies, tables, charts, pictographs, bar graphs, and line graphs, and uses a title,		
charts, pictographs, bar	title, appropriate scale, and labels. A	pictographs, bar graphs, and line	appropriate scale, and labels. A grid will		
graphs, and line graphs, and	grid will be provided to display data	graphs, and uses a title,	be provided to display data on bar		
uses a title, appropriate	on bar graphs or line graphs.	appropriate scale, and labels. A	graphs or line graphs.		
		O 1	**Independently completes extension		
O 1	group instruction.	graphs.	activities of skills such as POYTC and		
grapns.			enrichment packets.		
*Often receives 1-on-					
	Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.) Minimally Solves problems using simple conversions (including multi-step, realworld problems). *Often receives 1-on-1/small group instruction. Minimally 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.	Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.) Minimally Solves problems using simple conversions (including multi-step, real-world problems). *Often receives 1-on-1/small group instruction. Minimally 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.	Applies skills less than half of the time (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.) Minimally Solves problems using simple conversions (including multi-step, real-world problems). *Often receives 1-on-1/small group instruction. Minimally 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. Applies skills more than half of the time (Performance demonstrates progress towards meeting the standards as required for the grade level. The student applies the key concepts, processes, and skills.) Consistently Solves problems using simple conversions (including multi-step, real-world problems). *Occasionally receives 1-on-1/small group instruction. Inconsistently 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. Displays and interprets data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and line graphs or line graphs. *Occasionally receives 1-on-1/small group instruction. Displays and interprets data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs or line graphs or line graphs or line graphs.		

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