

Fifth Grade Literacy Rubric

Fifth Grade Literacy Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard	E-Exceeds Grade Level Standard
Foundational Skills				
Read grade-level text orally with accuracy, appropriate rate, and expression to support comprehension	Reads grade level texts with: <ul style="list-style-type: none"> Rate = < 125 WCPM Expression 	Reads grade level texts with: <ul style="list-style-type: none"> Rate = 125-139 WCPM Expression 	Consistently reads grade level text with: <ul style="list-style-type: none"> Rate = >140 WCPM Expression 	
Reading Comprehension: Literature				
Identifies key ideas & details in a grade level literature text and understands how author's use craft and structure to communicate a message	Requires teacher support to: Summarize texts using story elements Quote accurately from the text when: <ul style="list-style-type: none"> answering literal and inferential question identifying the theme identifying the author's point of view (mood/tone) Interpret words and phrases, including figurative language Compare/contrast story elements and points of view within and across texts	Inconsistently: Summarize texts using story elements Quote accurately from the text when: <ul style="list-style-type: none"> answering literal and inferential question identifying the theme identifying the author's point of view (mood/tone) Interpret words and phrases, including figurative language Compare/contrast story elements and points of view within and across texts	Consistently: Summarize texts using story elements Quote accurately from the text when: <ul style="list-style-type: none"> answering literal and inferential question identifying the theme identifying the author's point of view (mood/tone) Interpret words and phrases, including figurative language Compare/contrast story elements and points of view within and across texts	Consistently meets grade level standards and analyzes relevant details that support conclusions from the text, which could include: <ul style="list-style-type: none"> analysis of the author's use of symbolism, analysis of the author's use of foreshadowing analysis of character development analysis of mood and style and their interaction and impact
Reading Comprehension: Informational				
Identifies key ideas & details in a grade level informational text and understands how author's use craft and structure to communicate a message	Requires teacher support to: Summarize texts using main idea & key details Quote accurately from the text when answering literal and inferential question Determine the meaning of words and phrases in text Compare/contrast structural elements of a text Compare/contrast different points of view of an event or topic	Inconsistently: Summarize texts using main idea & key details Quote accurately from the text when answering literal and inferential question Determine the meaning of words and phrases in text Compare/contrast structural elements of a text Compare/contrast different points of view of an event or topic	Consistently: Summarize texts using main idea & key details Quote accurately from the text when answering literal and inferential question Determine the meaning of words and phrases in text Compare/contrast structural elements of a text Compare/contrast different points of view of an event or topic	Consistently meets grade level standards and analyzes relevant details that support conclusions from the text, which could include: <ul style="list-style-type: none"> analysis of how an author's message is shaped by perspective and tone analysis of the author's bias analysis of how information is presented within and across text

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Writing				
Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	<p>Requires teacher support to: Write a five or more paragraph narrative that includes: a clear sequence for characters, setting, problem and resolution</p> <p>Use word choice and dialogue to describe actions/thoughts/ feelings to convey mood</p> <p>Write sentences that include proper grammar, conventions, and spelling</p>	<p>Inconsistently: Writes a five or more paragraph narrative that includes: a clear sequence for characters, setting, problem and resolution</p> <p>Uses word choice and dialogue to describe actions/thoughts/ feelings to convey mood</p> <p>Writes sentences that include proper grammar, conventions, and spelling</p>	<p>Consistently: Writes a five or more paragraph narrative that includes: a clear sequence for characters, setting, problem and resolution</p> <p>Uses word choice and dialogue to describe actions/thoughts/ feelings to convey mood</p> <p>Writes sentences that includes proper grammar, conventions, and spelling</p>	<p>Consistently meets grade level standards and meets one or more of the following: Uses details to describe the setting/characters and enhance the development of a theme</p> <p>Purposefully uses dialogue to convey the emotion in the story to the reader</p> <p>Purposely choses punctuation, language conventions, and/or sentence structure to convey meaning and emotion in the story</p>
Write informative/explanatory texts to examine a topic and convey ideas and information clearly	<p>Requires teacher support to: Writes a multi-paragraph informative/explanatory text that:</p> <ul style="list-style-type: none"> introduces the topic organizes information clearly develops the topic with facts, definitions, details, and quotations provides a concluding section <p>Sentences include proper grammar and proper conventions</p>	<p>Inconsistently: Writes a multi-paragraph informative/explanatory text that:</p> <ul style="list-style-type: none"> introduces the topic organizes information clearly develops the topic with facts, definitions, details, and quotations provides a concluding section <p>Sentences include proper grammar and proper conventions</p>	<p>Consistently: Writes a multi-paragraph informative/explanatory text that:</p> <ul style="list-style-type: none"> introduces the topic organizes information clearly develops the topic with facts, definitions, details, and quotations provides a concluding section <p>Sentences include proper grammar and proper conventions</p>	<p>Consistently meets grade level standards and meets one or more of the following:</p> <ul style="list-style-type: none"> Intentionally chose words to convey accurate and engaging information Intentionally chose an organizational structure within each paragraph to convey accurate and engaging information made a text to self, text, or world connection in the concluding section
Write opinion pieces on topics or texts, supporting a point of view with reasons	<p>Requires teacher support to: Writes a five paragraph opinion piece that:</p> <ul style="list-style-type: none"> introduces the topic and states the author's opinion organizes information clearly includes three pieces of evidence with relevant explanations provides a conclusion <p>Sentences include proper grammar and conventions</p>	<p>Inconsistently: Writes a five paragraph opinion piece that:</p> <ul style="list-style-type: none"> introduces the topic and states the author's opinion organizes information clearly includes three pieces of evidence with relevant explanations provides a conclusion <p>Sentences include proper grammar and conventions</p>	<p>Consistently: Writes a five paragraph opinion piece that:</p> <ul style="list-style-type: none"> introduces the topic and states the author's opinion organizes information clearly includes three pieces of evidence with relevant explanations provides a conclusion <p>Sentences include proper grammar and conventions</p>	<p>Consistently writes a five or more paragraphs opinion piece that may include one or more of the following:</p> <ul style="list-style-type: none"> Uses background information about the topic to show its importance ideas are all connected to the claim, are clearly contained in separate paragraphs, and are intentionally sequenced use a variety of elaboration techniques to explain how my evidence supports my claim. synthesizes the information presented to draw a conclusion.

Fifth Grade Math Rubric

Fifth Grade Math Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard	E-Exceeds Grade Level Standard
Number & Operations				
<p>Understand numbers, ways of representing numbers, relationships among numbers, and number systems</p> <p>Understand meanings of operations and how they relate to one another</p> <p>Compute fluently and make reasonable estimates</p>	Knows how to solve basic division facts with/without tools	<p>Uses long division to divide multi-digit numbers with/without tools</p> <p>Solves division problems when all relevant information is present and the question is clearly defined</p>	<p>Divides multi-digit numbers with a 2 digit divisor without using tools</p> <p>Divides and uses the remainder to solve real world problems</p>	<p>Multiply and divide decimals and fractions</p> <p>Use inverse relationships between multiplication and division to make sense of procedures for multiplying and dividing fractions</p>
	Adds and subtracts fractions with common denominators	Adds and subtracts fractions with unlike denominators	Adds and subtracts decimals and mixed numbers with unlike denominators; simplifies when needed	Orders and compares fractions, mixed numbers, decimals and percentages
	Knows benchmark decimal and fraction equivalents (e.g., $\frac{1}{2} = 0.5$, $\frac{1}{4} = 0.25$)	Given in isolation, orders and compares common fractions, mixed numbers and decimals	Orders and compares common fractions, mixed numbers and decimals	
Algebra				
<p>Understand patterns, relations, and functions</p> <p>Represent and analyze mathematical situations and structures using algebraic symbols</p> <p>Use mathematical models to represent and understand quantitative relationships</p>	<p>Recognizes patterns that use skip counting</p> <p>Works with simple variable representations</p>	<p>Recognizes patterns in a list of numbers</p> <p>Resorts to calculation to verify commutative and associative properties</p> <ul style="list-style-type: none"> Solves verbal and simple one step equations and inequalities by substituting a value for the unknown 	<p>Generates rules and patterns and applies the order of operations</p> <p>Applies the commutative, associative and distributive properties</p> <ul style="list-style-type: none"> Understands simple inequalities Represents a situation with an equation containing a variable 	<p>Works fluently with patterns and/or rules involving more than one operation or complex problem</p> <p>Uses order of operations including exponents</p>
Data Analysis				
<p>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them</p> <p>Develop and evaluate inferences and predictions that are based on data</p> <p>Understand and apply basic concepts of probability</p>	<p>Performs procedures for finding mean, median and range according to direct instructions</p> <p>Reads displays of data</p>	<p>Applies rote procedures for calculating mean, median and range (e.g., median is always middle number in a list)</p> <p>Interprets simple displays of data to solve problems</p>	<p>Calculates mean, median and range, and data can be provided in a variety of formats (e.g., tables, bar graphs)</p> <p>Works fluently with data displays and solving problems</p>	Analyzes complex situations that include data displays and making interpretations



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Geometry and Measurement				
<p>Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</p> <p>Specify locations and describe spatial relationships using coordinate geometry and other representational systems</p> <p>Apply transformations and use symmetry to analyze mathematical situations</p> <p>Use visualization, spatial reasoning, and geometric modeling to solve problems</p>	<p>Distinguishes between two and three-dimensional shapes</p> <p>Uses informal naming conventions</p>	<p>Recognizes similar attributes of three-dimensional figures</p> <p>Has limited vocabulary for attributes of three-dimensional figures</p> <p>Recognizes area as a multiplicative model (e.g., multiplies two sides of any shape to find area)</p>	<p>Classifies three-dimensional figures and describes distinct attributes using correct vocabulary</p> <p>Uses formulas to calculate area, surface area, and volume</p> <p>Decomposes familiar shapes</p>	<p>Solves real world problems to demonstrate an understanding of area, surface area, and volume</p>

Fifth Grade Science Rubric

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Earth Science: Patterns of Earth and Sky			
<u>I can use evidence to support an argument</u>	<p>With support, may be able to use evidence from models or data to support an argument.</p> <p>With support, may use scientific vocabulary in explanation and reasoning.</p>	<p>Partially uses evidence from models or data to support an argument.</p> <p>Partially uses scientific vocabulary in explanation and reasoning, use of vocabulary may be inconsistent or inaccurate.</p>	<p>Uses evidence from models or data to support an argument.</p> <p>Uses scientific vocabulary in explanation and reasoning.</p>
Life Science: Ecosystem Restoration			
<u>Evaluate the merit of a solution</u> to a problem caused by changes in plant and animal populations as a result of environmental changes.	Shows limited understanding to describe a problem and provides an inconsistent evaluation of the solution impacting the environment.	Partially describes a problem and provides a partial evaluation of the solution impacting the environment.	Describes a problem and provides an evaluation of the solution impacting the environment.
<u>Create an electronic visualization</u> of the movement of matter among plants, animals, decomposers, and the environment.	Creates a visualization that shows limited understanding of the movement of matter through an ecosystem.	Partially creates an electronic visualization and may describe and/or explain the movement of matter through an ecosystem.	Creates an electronic visualization to describe and explain the movement of matter through an ecosystem.
Physical Science: Energy - Collisions			
<u>Analyze and interpret data</u> to show that energy can be transferred from place to place.	Uses data inaccurately to explain the transfer of energy.	Uses data and partially explains the transfer of energy.	Uses data to explain the transfer of energy.
<u>Apply scientific ideas to design, test, and refine</u> a device that converts energy from one form to another.	<p>The restraint system is incomplete to protect passengers in a car during a collision.</p> <p>Shows limited understanding of the design, create, test and refine process.</p>	<p>Partially designs and builds a restraint system to protect a passenger in a car during a collision.</p> <p>Partially follows the design, create, test and refine process.</p>	<p>Designs and builds a restraint system to protect a passenger in a car during a collision.</p> <p>Follows the design, create, test and refine process.</p>

Fifth Grade Other Subjects Rubric

Fifth Grade Other Subjects Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard	E-Exceeds Grade Level Standard
Social Studies				
Native Americans & Explorers	Identify complex societies that existed in North America before 1500. Identify various motivations for exploration and settlement.	Describe complex societies that existed in North America before 1500. Describe the various motivations for exploration and settlement.	Compare complex societies that existed in North America before 1500. Explain the various motivations for exploration and settlement.	
Colonization & Slavery	Identify the three colonial regions in North America.	Describe colonial life in North America.	Compare and contrast colonial life in North America.	Evaluate which colonial region was most successful and explain why.
Revolutionary War	Identify the major conflicts between the colonies and England.	Describe three major conflicts that led to the American Revolution.	Analyze the conflicts that led to the American Revolution from the perspective of the King and the colonists.	Analyze the conflicts that led to the American Revolution from multiple perspectives of various stakeholders.
Declaration of Independence, the Constitution & the Bill of Rights	Identify the three founding documents of government in America.	Explain the basic principles of democracy set forth in the Declaration of Independence, the Constitution, and the Bill of Rights.	Summarize the purposes of the founding documents and explain the basic principles of democracy set forth in the Declaration of Independence, the Constitution, and the Bill of Rights.	Assess how the founding documents in America are connected to present day government.
Health				
Personal Safety	Identify the steps in a decision making process.	Describe the steps in a decision making process.	Apply the steps in a decision making process to various situations.	
Human Development	Identify the reproductive system.	Describe the physical and emotional changes that occur in males and females during puberty.	Describe how to care for the physical and emotional changes that occur in males and females during puberty.	
Art – assess quarters 2 and 4				
Create: Plan, create and revise original artwork	Student needs significant teacher support to demonstrate understanding	Student is progressing towards independently creating original artwork	Student is able to independently create original artwork reflecting a unique personal idea or theme	Student is able to create original artwork based on an extended theme and collaboratively reflect on artwork's intended meaning
Connect: Use personal experiences to connect to artistic work	Student needs significant teacher support to personally connect to artwork	Student is able to, with prompts, identify how art reflects personal experiences	Student is able to identify how art reflects personal experiences and/or culture and traditions	Student is able to identify how art reflects personal interests, changing times, traditions, resources, and cultural uses

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Art – assess quarters 2 and 4				
Present: Share art and explain artistic meaning	Students needs significant teacher support to present art	Student is able to prepare and present artwork with teacher support	Student is able to independently prepare and present artwork	Student is able to prepare and present artwork to articulate the meaning behind their artistic selection(s)
Respond: Analyze, evaluate, and interpret artistic work	Student needs significant teacher support to respond to artwork	Student is able to, with prompts, respond to artwork	Student is able to identify how different people show what they value through their artwork	Student is able to compare different interpretations of a work of art and analyze ways that images influence an audience
Music - assess quarters 2 & 4; Band Students assessed ALL 4 quarters				
Demonstrates understanding of structure and elements of music	Student does not demonstrate an understanding of the elements of music	Student demonstrates limited knowledge of the elements of music	Student demonstrates knowledge of the elements of music	
Performs with expression, accuracy, and appropriate interpretation	Student needs significant teacher guidance to perform appropriately for the audience and purpose	Student is developing appropriate performance skills	Student performs appropriately for audience and purpose	
Demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	Student does not create, perform, respond to music	Student is progressing towards creating, performing, or responding to music	Student creates, performs, and responds to music	
Band Students Only: Rehearse to improve performance skills over time	Student does not demonstrate necessary rehearsal skills	Student demonstrates some knowledge of rehearsal skills	Student consistently demonstrates knowledge of rehearsal skills	
Physical Education				
Demonstrate motor skills and movement patterns needed to perform activities	Student does not attempt skill or movement pattern	Student attempts skill or movement pattern	Student independently completes skill or movement pattern	
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance	Student lacks the knowledge of concepts, principles, strategies and tactics related to movement and performance	Student shows some knowledge of concepts, principles, strategies and tactics related to movement and performance	Student consistently shows knowledge of concepts, principles, strategies and tactics related to movement and performance	
Exhibits responsible personal and social behavior that respects self and others	Student does not exhibit responsible personal and social behavior that respects self and others	Student exhibits responsible personal and social behavior that respects self and others with occasional teacher reminders	Student consistently exhibits responsible personal and social behavior that respects self and others without teacher reminders	
Media is NOT graded. Student progress will be documented through Seesaw.				