5th Grade
First Quarter
Rubrics

Performance Scale	
4	**Exceeds:** Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	
	Proficient: Work at this level meets grade level expectations.
2	**Developing:** Student work is developing, but is not meeting grade level expectations.
1	**Emergent:** Student work is beginning to show progress/understanding.
0	**Area of Concern:** Student does not demonstrate understanding and application of the standard at this time.
N/A	Standard was not assessed during this time period.

Updated 4-29-20

English Language Arts	0	1	2	3	4
Speaking and Listening					
SL.1.A: Listen for a purpose A. Purpose - Develop and apply effective listening skills and strategies in formal and informal settings by: a .following agreed upon rules for listening and fulfilling discussion rules independently b. posing and responding to specific questions to clarify or follow up on information and making comments that contribute to the discussion and link to the remarks of others c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations d. listening for speaker's message and summarizing main points based on evidence	• No demonstration of understanding	The student can do 1 or 2 of the following while speaking and listening • Listen attentively to the speaker • when listening looks at the speaker • speaks clearly at an appropriate pace • uses correct language conventions • when speaking follows agreed upon rules for discussion (ie: speaking when recognized and listening to others)	The student can do 3 or 4 of the following while speaking and listening • Listen attentively to the speaker • when listening looks at the speaker • speaks clearly at an appropriate pace • uses correct language conventions when speaking • follows agreed upon rules for discussion (ie: speaking when recognized and listening to others)	The student can do all of the following while speaking and listening • Listen attentively to the speaker • when listening looks at the speaker • speaks clearly at an appropriate pace • uses correct language conventions when speaking • follows agreed upon rules for discussion (ie: speaking when recognized and listening to others)	• NO EXCEEDS
Reading					

5.R.1.B.b: using context to determine meaning of unfamiliar or multiple meaning words	• No demonstration of understanding	• The student can rarely determine the meaning of unfamiliar or multiple meaning words by using context clues.	• The student can mostly determine the meaning of unfamiliar or multiple meaning words by using context clues.	• The student can independently determine the meaning of unfamiliar or multiple meaning words by using context clues.	• NO EXCEEDS
5. R.2.A.a: Fiction - Read, infer, analyze, and draw conclusions to: a. compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts	• No demonstration of understanding	• The student can rarely compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts.	• The student can mostly compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts.	• The student can independently compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts.	• NO EXCEEDS
5.R.2.A.b: Fiction - Read, infer, analyze, and draw conclusions to: b. explain the theme or moral lesson, conflict, and resolution in a story or novel	• No demonstration of understanding	• The student can rarely explain the theme or moral lesson, conflict, and resolution in a story or novel	• The student can mostly explain the theme or moral lesson, conflict, and resolution in a story or novel	• The student can independently explain the theme or moral lesson, conflict, and resolution in a story or novel	• NO EXCEEDS
5.R.2.A.c: Fiction - Read, infer, analyze, and draw conclusions to: c. describe how a narrator's or speaker's point of view influences events	• No demonstration of understanding	• The student can rarely describe how a narrator's or speaker's point of view influences events	• The student can mostly describe how a narrator's or speaker's point of view influences events	• The student can independently describe how a narrator's or speaker's point of view influences events	•
Writing					
5.W.1.C.b: Revise/Edit - Reread, revise, and edit drafts with assistance to: b. edit for language conventions	• No demonstration of understanding	Can do 1 or 2 of the following consistently: • uses correct verb tenses • capitalizes at the beginning of sentences and proper nouns • uses commas before conjunctions • uses apostrophes to show possession • uses word families and spelling rules and/or resources	Can do 3 or 4 of the following consistently: • uses correct verb tenses • capitalizes at the beginning of sentences and proper nouns • uses commas before conjunctions • uses apostrophes to show possession • uses word families and spelling rules and/or resources	Can do all of the following consistently: • uses correct verb tenses • capitalizes at the beginning of sentences and proper nouns • uses commas before conjunctions • uses apostrophes to show possession • uses word families and spelling rules and/or resources	• NO EXCEEDS
5.W.2.C.b: Narrative/Literary - Write fiction or non-fiction narratives and poems that: b. use narrative techniques, such as dialogue, motivation, and descriptions	• No demonstration of understanding	Students write a narrative text with 1 or 2 of the following: • Characters • Setting • Plot • Dialogue • Uses a blend of description, action, and thinking.	Students write a narrative text with 3 or 4 of the following: • Characters • Setting • Plot • Dialogue • Uses a blend of description, action, and thinking.	Students write a narrative text with all of the following: • Characters • Setting • Plot • Dialogue • Uses a blend of description, action, and thinking.	The writer developed realistic characters and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story
5.W.2.C.c: Narrative/Literary - Write fiction or non-fiction narratives and poems that:	• No demonstration of understanding	The writer used paragraphs and skipped lines to separate what happened first from what	The writer used paragraphs to separate the different parts or times of the story or to	The writer used paragraphs to separate different parts or time of the story and to show when a new character was speaking.	The writer used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create

c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end		happened later (and finally) in her story.	show when a new character was speaking.	Some parts of the story were longer and more developed than others.	suspense for readers. He created a sequence of events that was clear.

Math

5.NBT.A.1: Read, write and identify numbers from billions to thousandths using number names, base ten numerals and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	• No demonstration of understanding	The student can do one of the following: ● Read multi digit numbers ● Write multi digit numbers ● Identify multi digit numbers	The student can do two of the following: ● Read multi digit numbers ● Write multi digit numbers ● Identify multi digit numbers	The student can do all three of the following: ● Read multi digit numbers ● Write multi digit numbers ● Identify multi digit numbers	• NO EXCEEDS
5.NBT.A.7: a. Fluently multiply multi-digit whole numbers using the standard algorithm, and justify the solution.	• No demonstration of understanding	● The student is beginning to understand multiplying fluently multi digit whole numbers using any place value strategy and justifying the solution.	● The student is progressing towards multiplying fluently multi digit whole numbers using any place value strategy and justifying the solution.	● The student has mastered multiplying fluently multi digit whole numbers using any place value strategy and justifying the solution.	• NO EXCEEDS
5.NBT.A.8: a. Divide multi-digit whole numbers using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models, and justify the solution.	• No demonstration of understanding	● The student is beginning to understand dividing multi digit whole numbers fluently using strategies and justifying the solution	● The student is progressing towards dividing multi digit whole numbers fluently using strategies and justifying the solution.	● The student has mastered dividing multi digit whole numbers fluently using strategies and justifying the solution.	• NO EXCEEDS
5.NBT.A.4: Evaluate the value of powers of 10 and understand the relationship to the place value system. a. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 c. Use whole-number exponents to denote powers of 10.	• No demonstration of understanding	● The student is beginning to understand evaluating the value of the powers of 10 and understand the relationship of the place value system.	● The student is progressing towards evaluating the value of the powers of 10 and understand the relationship of the place value system.	● The student has mastered evaluating the value of the powers of 10 and understand the relationship of the place value system.	• NO EXCEEDS
5.NF.A.3: Compare and order fractions and/or decimals to the thousandths place using the symbols >, = or <, based on meanings of the digits in each place, using >, =, and < symbols , and justify the solution.	• No demonstration of understanding	● The student is beginning to understand compare and order fractions and or decimals to the thousandths place.	● The student is progressing towards compare and order fractions and or decimals to the thousandths place.	● The student has mastered compare and order fractions and or decimals to the thousandths place.	• NO EXCEEDS

Science

Standard					
5.PS2.B.1: Motion and Stability: Forces and Interactions B). Types of Interactions Support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] * I can give evidence to show the direction of Earth's gravitational pull.	• No demonstration of understanding	• Students are unable to support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center.	• Students can mostly support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center but may have misconceptions or is lacking detail.	• Students can accurately support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center.	• NO EXCEEDS
5.PS1.A.1: Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] * I can make a model to show that matter is made of particles that I can't see.	• No demonstration of understanding	Student attempts to develop a model to describe that matter is made of particles too small to be seen but is inaccurate or missing key details.	Student develops a limited model to describe that matter is made of particles too small to be seen with some error or limited key details.	Student develops a detailed model to describe that matter is made of particles too small to be seen with all key details and free of error.	• NO EXCEEDS
5.PS1.B.1: Matter and Its Interactions; Chemical Reactions Plan and conduct investigations to separate the components of a mixture/solution by their physical properties (i.e., sorting, filtration, magnets, screening). *I can separate parts of a mixture using appropriate tools.	• No demonstration of understanding	Student was unable to independently come up with a successful plan and investigation to separate the components of a mixture/solution by their physical properties	Students initial plan was inaccurate, after revisions conducted a successful investigation to separate the components of a mixture/solution by their physical properties	Student can accurately plan and conduct investigations to separate the components of a mixture/solution by their physical properties	• NO EXCEEDS

Social Studies

Standard					
EG.5.A.5.2: Construct maps	• No demonstration of understanding	• Can identify 1 to 2 out of 5 tribal	• Can identify 3 to 4 out of 5 tribal	• Can identify the environment, food,	• NO EXCEEDS

		regions' environment, food, home, and location of various Native American regions and be able to identify those regions on a map of the United States.	regions' environment, food, home, and location of various Native American regions and be able to identify those regions on a map of the United States.	homes, and location of various Native American regions and be able to identify those regions on a map of the United States.	
H.3a.A.5: Summarize the viability and diversity of Native American cultures before Europeans came	• No demonstration of understanding	● Cannot complete a timeline outlining the discovery, exploration, and early settlement of America.	• Can partially complete a timeline outlining the discovery, exploration, and early settlement of America.	• Can fully complete a timeline outlining the discovery, exploration, and early settlement of America.	•
H.3a.C.5: Outline the discovery, exploration and early settlement of America	• No demonstration of understanding	• Can use latitude and longitude to accurately locate ⅓ locations on a map.	• Can use latitude and longitude to accurately locate 2/3 locations on a map.	• Can use latitude and longitude to accurately locate 3 locations on a map.	•