



5th Grade

Second 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 3-12-20

English Language Arts	0	1	2	3	4
Speaking and Listening					
<p>SL.1.A: Listen for a purpose</p> <p>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</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<p>The student can do 1 or 2 of the following while speaking and listening</p> <ul style="list-style-type: none"> 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) 	<p>The student can do 3 or 4 of the following while speaking and listening</p> <ul style="list-style-type: none"> 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) 	<p>The student can do all of the following while speaking and listening</p> <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> NO EXCEEDS

Reading					
5.R.1.B.b: using context to determine meaning of unfamiliar or multiple meaning words	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student can rarely determine the meaning of unfamiliar or multiple meaning words by using context clues. 	<ul style="list-style-type: none"> The student can mostly determine the meaning of unfamiliar or multiple meaning words by using context clues. 	<ul style="list-style-type: none"> The student can independently determine the meaning of unfamiliar or multiple meaning words by using context clues. 	<ul style="list-style-type: none"> NO EXCEEDS
5.R.3.C.b: Text Structures - Read, infer, and draw conclusions to: b. explain the difference between a stated and implied purpose for an expository text	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student can rarely explain the difference between a stated and implied purpose for an expository text 	<ul style="list-style-type: none"> The student can mostly explain the difference between a stated and implied purpose for an expository text 	<ul style="list-style-type: none"> The student can independently explain the difference between a stated and implied purpose for an expository text 	<ul style="list-style-type: none"> NO EXCEEDS
5.R.3.C.c: Text Structures - Read, infer, and draw conclusions to: c. analyze how the pattern of organization of a text influences the relationships	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student can do one of the following: <ul style="list-style-type: none"> read, infer, or draw conclusions to analyze how the pattern of organization of a text influences the relationships 	<ul style="list-style-type: none"> The student can do 2 of the following: <ul style="list-style-type: none"> Read, infer, and/or draw conclusions to analyze how the pattern of organization of a text influences the relationships 	<ul style="list-style-type: none"> The student can do all three of the following: <ul style="list-style-type: none"> read, infer, and draw conclusions to analyze how the pattern of organization of a text influences the relationships 	<ul style="list-style-type: none"> NO EXCEEDS
5.R.3.C.d: Text Structures - Read, infer, and draw conclusions to: d. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student can do one of the following: <ul style="list-style-type: none"> read, infer, or draw conclusions to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view 	<ul style="list-style-type: none"> The student can do 2 of the following: <ul style="list-style-type: none"> read, infer, and/or draw conclusions to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view 	<ul style="list-style-type: none"> The student can do all three of the following: <ul style="list-style-type: none"> read, infer, and draw conclusions to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view 	<ul style="list-style-type: none"> NO EXCEEDS
5.R.3.C.e: Text Structures - Read, infer, and draw conclusions to: e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student can do one of the following: <ul style="list-style-type: none"> Read, infer, and draw conclusions to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> The student can do all two of the following: <ul style="list-style-type: none"> Read, infer, and draw conclusions to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> The student can do all three of the following: <ul style="list-style-type: none"> Read, infer, and draw conclusions to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> NO EXCEEDS
Reads at Expected Grade Level	<ul style="list-style-type: none"> No demonstration of understanding. 	<ul style="list-style-type: none"> 2nd Quarter- independently reading lower than a DRA level 38 4th Quarter- independently reading lower than a DRA level 38 	<ul style="list-style-type: none"> 2nd Quarter- independently reading at a DRA level 40 4th Quarter- independently reading at a DRA level 40 	<ul style="list-style-type: none"> 2nd Quarter- independently reading at a DRA level 50 4th Quarter- independently reading at a DRA level 50 	<ul style="list-style-type: none"> All Quarters- independently reading at a DRA level 60 or higher.
Writing					

<p>5.W.1.C.b: Revise/Edit - Reread, revise, and edit drafts with assistance to: b. edit for language conventions</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<p>The student can do 1 or 2 of the following consistently:</p> <ul style="list-style-type: none"> 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 	<p>The student can do 3 or 4 of the following consistently:</p> <ul style="list-style-type: none"> 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 	<p>The student can do all of the following consistently:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> NO EXCEEDS
<p>5.W.2.B.b: Informative/Explanatory - Write informative/explanatory texts that: b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<p>Student writes an Informative/explanatory text with 1-2 of the following:</p> <ul style="list-style-type: none"> Develop a topic Support topic with paragraphs from trusted sources Uses topic sentences with facts, details, examples, and quotations Use expert vocabulary and explains terms Thoroughly explains information and concepts. 	<p>Student writes an Informative/explanatory text with 3-4 of the following:</p> <ul style="list-style-type: none"> Develop a topic Support topic with paragraphs from trusted sources Uses topic sentences with facts, details, examples, and quotations Use expert vocabulary and explains terms Thoroughly explains information and concepts. 	<p>Student writes an Informative/explanatory text with ALL of the following:</p> <ul style="list-style-type: none"> Develop a topic Support topic with paragraphs from trusted sources Uses topic sentences with facts, details, examples, and quotations Use expert vocabulary and explains terms Thoroughly explains information and concepts. 	<ul style="list-style-type: none"> NO EXCEEDS

Math

<p>5.NBT.A.6: Add and subtract multi-digit whole numbers and decimals to the thousandths place, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, and justify the solution.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student is beginning to understand adding and subtracting multi digit whole numbers and decimals to the thousandths place. 	<ul style="list-style-type: none"> The student is progressing towards adding and subtracting multi digit whole numbers and decimals to the thousandths place. 	<ul style="list-style-type: none"> The student has mastered adding and subtracting multi digit whole numbers and decimals to the thousandths place. 	<ul style="list-style-type: none"> NO EXCEEDS
<p>5.NBT.A.7: b. Fluently multiply decimals using the standard algorithm, and justify the solution.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student is beginning to understand multiplying fluently decimals using any place value strategy and justifying the solution. 	<ul style="list-style-type: none"> The student is progressing towards multiplying fluently decimals using any place value strategy and justifying the solution. 	<ul style="list-style-type: none"> The student has mastered multiplying fluently decimals using any place value strategy and justifying the solution. 	<ul style="list-style-type: none"> NO EXCEEDS
<p>5.NBT.A.8: b. Divide decimals using strategies based on place value, the properties of operations, and/or the relationship</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student is beginning to understand dividing decimals fluently using strategies and justifying the solution 	<ul style="list-style-type: none"> The student is progressing towards dividing decimals fluently using strategies 	<ul style="list-style-type: none"> The student has mastered dividing decimals fluently using strategies and justifying the solution. 	<ul style="list-style-type: none"> NO EXCEEDS

<p>between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models, and justify the solution.</p>			<p>and justifying the solution.</p>		
<p>5.NF.B.6: Solve problems involving addition and subtraction of fractions and mixed numbers referring to the same whole with unlike denominators, and justify the solution. by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student is beginning to understand solving problems involving adding and subtracting of fractions and mixed numbers with unlike denominators. 	<ul style="list-style-type: none"> The student is progressing towards solving problems involving adding and subtracting of fractions and mixed numbers with unlike denominators. 	<ul style="list-style-type: none"> The student has mastered solving problems involving adding and subtracting of fractions and mixed numbers with unlike denominators. 	<ul style="list-style-type: none"> NO EXCEEDS
<p>5.NF.B.7: Extend the concept of multiplication to multiply a fraction or whole number by a fraction. a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths. b. Calculate and interpret the product of a fraction by a whole number as a parts of a partition of q into b equal parts and a whole number by a fraction. NEED EXAMPLE c. Calculate and interpret the product of two fractions less than one.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<p>The student is beginning to understand the following three concepts:</p> <ul style="list-style-type: none"> Recognizing the relationship between multiplying fractions and finding the areas of rectangles. Calculate and interpret the product of a fraction by a whole number. Calculate and interpret the product of two fractions less than one. 	<p>The student is progressing towards mastery in all three concepts:</p> <ul style="list-style-type: none"> Recognizing the relationship between multiplying fractions and finding the areas of rectangles. Calculate and interpret the product of a fraction by a whole number. Calculate and interpret the product of two fractions less than one. 	<p>The student has mastered all three concepts:</p> <ul style="list-style-type: none"> Recognizing the relationship between multiplying fractions and finding the areas of rectangles. Calculate and interpret the product of a fraction by a whole number. Calculate and interpret the product of two fractions less than one. 	<ul style="list-style-type: none"> NO EXCEEDS
<p>5.NF.B.8: Extend the concept of division to divide unit fractions and whole numbers by using</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<p>The student is beginning to understand the following three concepts:</p>	<p>The student is progressing towards mastery in all three:</p> <ul style="list-style-type: none"> calculate and interpret the quotient of a unit 	<p>The student has mastered all three:</p> <ul style="list-style-type: none"> calculate and interpret the quotient of a unit fraction by a whole number 	<ul style="list-style-type: none"> NO EXCEEDS

<p>visual fraction models and equations.</p> <p>a. Calculate and interpret the quotient of a unit fraction by a non-zero whole number. NEED EXAMPLE</p> <p>b. Calculate and interpret the quotient of a whole number by a unit fraction. NEED EXAMPLE</p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$-cup servings are in 2 cups of raisins?</p>		<ul style="list-style-type: none"> calculate and interpret the quotient of a unit fraction by a whole number calculate and interpret the quotient of a whole number by a unit fraction solve real word problems involving division of unit fractions by whole numbers and division of whole numbers by unit fractions 	<p>fraction by a whole number</p> <ul style="list-style-type: none"> calculate and interpret the quotient of a whole number by a unit fraction solve real word problems involving division of unit fractions by whole numbers and division of whole numbers by unit fractions 	<ul style="list-style-type: none"> calculate and interpret the quotient of a whole number by a unit fraction solve real word problems involving division of unit fractions by whole numbers and division of whole numbers by unit fractions 	
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Science

<p>5.LS1.C.1: C. Organization for Matter and Energy Flow in Organisms</p> <p>Support an argument that plants get the materials (i.e. carbon dioxide, water, sunlight) they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil. Clarification Statement: [Do not assess photosynthesis.]</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Student can not support an argument that plants get the materials they need for growth chiefly from air or water. (i.e. carbon dioxide, water, sunlight) 	<ul style="list-style-type: none"> Student mostly support an argument that plants get the materials they need for growth chiefly from either air or water. (i.e. carbon dioxide, water, sunlight) 	<ul style="list-style-type: none"> Student can support an argument that plants get the materials they need for growth chiefly from air and water. (i.e. carbon dioxide, water, sunlight) 	<ul style="list-style-type: none"> NO EXCEEDS
<p>5.LS2.B.1: Develop a model to describe the movement of matter among plants, animals, decomposers and the environment.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Social Studies

<p>H.3a.F.5.2.a: Examine cultural interactions among these groups from colonial times to Civil War: Native Americans</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> • Not actively involved in the completion of an activity/project. 	<ul style="list-style-type: none"> • Somewhat involved in the completion of an activity/project. 	<ul style="list-style-type: none"> • Actively involved in the completion of an activity/project. 	<ul style="list-style-type: none"> • NO EXCEEDS
<p>H.3a.D.5: Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the colonists were successful</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> • Somewhat completes an activity that demonstrates students' understanding of Patriot and Loyalist perspectives during the American Revolution. 	<ul style="list-style-type: none"> • Partially completes an activity that demonstrates students' understanding of Patriot and Loyalist perspectives during the American Revolution. 	<ul style="list-style-type: none"> • Completes an activity that fully demonstrates students' understanding of Patriot and Loyalist perspectives during the American Revolution. 	<ul style="list-style-type: none"> •