



5th Grade Third 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 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.1.A.a: drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student can do one of the following: draw conclusions by referencing textual evidence to support analysis of what the text says explicitly Inferring by referencing textual evidence to support inferences drawn from the text 	<ul style="list-style-type: none"> The student can do two of the following: draw conclusions by referencing textual evidence to support analysis of what the text says explicitly Inferring by referencing textual evidence to support inferences drawn from the text 	<ul style="list-style-type: none"> The student can do all of the following: draw conclusions by referencing textual evidence to support analysis of what the text says explicitly Inferring by referencing textual evidence to support inferences drawn from the text 	<ul style="list-style-type: none"> NO EXCEEDS
5.R.1.B.d: explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student can rarely explain the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text. 	<ul style="list-style-type: none"> The student can explain the meaning of most common idioms, adages, similes, metaphors, hyperboles, and other sayings in text. 	<ul style="list-style-type: none"> The student can independently explain the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text. 	<ul style="list-style-type: none"> NO EXCEEDS
5.R.3.B.a: Literary Techniques - Read, infer, and draw conclusions to: a. evaluate how well the author's purpose was achieved, identify reasons for the decision and provide evidence to support the claim	<ul style="list-style-type: none"> No demonstration of understanding 	<p>The student can do one of the following:</p> <ul style="list-style-type: none"> Read, infer, and draw conclusions to evaluate how well the author's purpose was achieved, identify reasons for the decision provide evidence to support the claim 	<p>The student can do two of the following:</p> <ul style="list-style-type: none"> Read, infer, and draw conclusions to evaluate how well the author's purpose was achieved, identify reasons for the decision provide evidence to support the claim 	<p>The student can do all of the following:</p> <ul style="list-style-type: none"> Read, infer, and draw conclusions to evaluate how well the author's purpose was achieved, identify reasons for the decision provide evidence to support the claim 	<ul style="list-style-type: none"> NO EXCEEDS
5.R.3.B.b: Literary Techniques - Read, infer, and draw conclusions to: b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	<ul style="list-style-type: none"> No demonstration of understanding 	<p>The student can do one of the following:</p> <ul style="list-style-type: none"> Read, infer, and draw conclusions to analyze multiple accounts of the same event or topic, noting important similarities or differences in the point of view they represent 	<p>The student can do two of the following:</p> <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/or differences in the point of view they represent 	<p>The student can do all of the following:</p> <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 they represent 	<ul style="list-style-type: none"> NO EXCEEDS
Writing					
5.W.1.C.b: Revise/Edit - Reread, revise, and edit drafts with assistance to: b.	<ul style="list-style-type: none"> No demonstration of understanding 	The student can do 1 or 2 of the following consistently:	The student can do 3 or 4 of the following consistently:	The student can do all of the following consistently:	<ul style="list-style-type: none"> NO EXCEEDS

edit for language conventions		<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"> 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"> 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 	
5.W.2.A.b: Opinion/Argumentative - Write opinion texts that: b .state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details	<ul style="list-style-type: none"> No demonstration of understanding 	<p>Student opinion writing contains 1-2 of the following:</p> <ul style="list-style-type: none"> States an Opinion Provides reasons Prioritize the order of reasons to be the most convincing Supports with evidence Evidence includes facts, examples and quotations. 	<p>Student opinion writing contains 3-4 of the following:</p> <ul style="list-style-type: none"> States an Opinion Provides reasons Prioritize the order of reasons to be the most convincing Supports with evidence Evidence includes facts, examples and quotations. 	<p>Student opinion writing contains ALL of the following:</p> <ul style="list-style-type: none"> States an Opinion Provides reasons Prioritize the order of reasons to be the most convincing Supports with evidence Evidence includes facts, examples and quotations. 	<ul style="list-style-type: none"> NO EXCEEDS

Math

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.	<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
5.NF.B.8: Extend the concept of division to divide unit fractions and whole numbers by using	<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. a. Calculate and interpret the quotient of a unit fraction by a non-zero whole number. NEED EXAMPLE b. Calculate and interpret the quotient of a whole number by a unit fraction. NEED EXAMPLE 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 	
<p>5.RA.B.3: Write, evaluate and interpret numeric expressions using the order of operations.</p>	<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"> Write numeric expressions using order of operations. Evaluate numeric expressions using order of operations. interpret numeric expressions using order of operations. 	<ul style="list-style-type: none"> The student can do two of the following: <ul style="list-style-type: none"> Write numeric expressions using order of operations. Evaluate numeric expressions using order of operations. interpret numeric expressions using order of operations. 	<ul style="list-style-type: none"> The student has mastered all 3 of the following: <ul style="list-style-type: none"> Write numeric expressions using order of operations. Evaluate numeric expressions using order of operations. interpret numeric expressions using order of operations. 	<ul style="list-style-type: none"> NO EXCEEDS
<p>5.GM.C.7: Plot and interpret points in the first quadrant of the Cartesian coordinate plane and Represent real world and mathematical problems by graphing the points in the context of the situation.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student is beginning to understand plotting and interpreting points in the first quadrant of the Cartesian coordinate plane. 	<ul style="list-style-type: none"> The student is progressing towards plotting and interpreting points in the first quadrant of the Cartesian coordinate plane. 	<ul style="list-style-type: none"> The student has mastered plotting and interpreting points in the first quadrant of the Cartesian coordinate plane. 	<ul style="list-style-type: none">
<p>5.NF.B.9 (SDOW): Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> The student is beginning to understand solving real world problems involving multiplication of fractions and mixed numbers. 	<ul style="list-style-type: none"> The student is progressing towards solving real world problems involving multiplication of fractions and mixed numbers. 	<ul style="list-style-type: none"> The student has mastered solving real world problems involving multiplication of fractions and mixed numbers. 	<ul style="list-style-type: none"> NO EXCEEDS

<p>5.ESS2.A.1: ESS2-Earth Systems A. Earth Materials and Systems Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.]</p> <p>*I can create a model to describe they ways Earth's systems (geosphere, biosphere, hydrosphere, and atmosphere) interact.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<ul style="list-style-type: none"> Develop a model using examples, but lacking, description, of how the Earth's system interact. Some of the information is inaccurate or missing key details. <p>→ geosphere → hydrosphere → atmosphere → biosphere</p>	<ul style="list-style-type: none"> Develop a model using examples, but lacking, description, of how the Earth's system interact. <p>→ geosphere → hydrosphere → atmosphere → biosphere</p>	<ul style="list-style-type: none"> Develop a model using examples, and giving description, of how the Earth's system interact. <p>→ geosphere → hydrosphere → atmosphere → biosphere</p>	<ul style="list-style-type: none"> NO EXCEEDS
<p>5.ESS2.C.1: C. The Role of Water in Earth's Surface Processes Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>*I can describe how water is distributed on Earth. *I can graph the percentages of water and fresh water in different reservoirs.</p>	<ul style="list-style-type: none"> No demonstration of understanding 	<p>Students were able to do one of the following, Some of the information is inaccurate or missing key details.</p> <ul style="list-style-type: none"> Describe the amount of freshwater (drinking water, surface/ground water, glaciers) -vs- salt water Graph the amounts of percentages of water in various reservoirs. 	<p>Students were able to do one of the following,</p> <ul style="list-style-type: none"> Describe the amount of freshwater (drinking water, surface/ground water, glaciers) -vs- salt water Graph the amounts of percentages of water in various reservoirs. 	<p>Students were able to do ALL of the following,</p> <ul style="list-style-type: none"> Describe the amount of freshwater (drinking water, surface/ground water, glaciers) -vs- salt water Graph the amounts of percentages of water in various reservoirs. 	<ul style="list-style-type: none"> NO EXCEEDS

<p>PC.1.A.5.2.a-e: Identify important principles in the Constitution including: limited government, rule of law, majority rule, minority rights, separation of powers, checks and balances.</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> • Meets expectations for 1/2 out of 6 of the concepts of the Constitution 	<ul style="list-style-type: none"> • Meets expectations for 3/4/5 out of 6 of the concepts of the Constitution 	<ul style="list-style-type: none"> • Meets expectations for 6 out of 6 of the concepts of the Constitution 	<ul style="list-style-type: none"> • NO EXCEEDS
<p>RI.6.I.5 and H.3a.F.5.1.a-c: Identify how ideas, concepts and traditions have changed over time in the United States. Investigate the causes and consequences of Westward Expansion, including: Texas and the Mexican War, Oregon Territory, California Gold Rush.</p>	<ul style="list-style-type: none"> • No demonstration of understanding 	<ul style="list-style-type: none"> ● Demonstrates a very little understanding of Westward Expansion. 	<ul style="list-style-type: none"> ● Demonstrates a some understanding of Westward Expansion. 	<ul style="list-style-type: none"> • Demonstrates a clear understanding of Westward Expansion. 	<ul style="list-style-type: none"> •