



# 5<sup>th</sup> Grade Fourth Quarter Rubrics

Performance Scale	
4	<b>Exceeds:</b> Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	<b>Proficient:</b> Work at this level meets grade level expectations.
2	<b>Developing:</b> Student work is developing, but is not meeting grade level expectations.
1	<b>Emergent:</b> Student work is beginning to show progress/understanding.
0	<b>Area of Concern:</b> 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
<b>Speaking and Listening</b>					
<p><b>SL.1.A:</b> 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"> <li>No demonstration of understanding</li> </ul>	<p>The student can do 1 or 2 of the following while speaking and listening</p> <ul style="list-style-type: none"> <li>Listen attentively to the speaker</li> <li>when listening looks at the speaker</li> <li>speaks clearly at an appropriate pace</li> <li>uses correct language conventions</li> <li>when speaking follows agreed upon rules for discussion (ie: speaking when recognized and listening to others)</li> </ul>	<p>The student can do 3 or 4 of the following while speaking and listening</p> <ul style="list-style-type: none"> <li>Listen attentively to the speaker</li> <li>when listening looks at the speaker</li> <li>speaks clearly at an appropriate pace</li> <li>uses correct language conventions when speaking</li> <li>follows agreed upon rules for discussion (ie: speaking when recognized and listening to others)</li> </ul>	<p>The student can do all of the following while speaking and listening</p> <ul style="list-style-type: none"> <li>Listen attentively to the speaker</li> <li>when listening looks at the speaker</li> <li>speaks clearly at an appropriate pace</li> <li>uses correct language conventions when speaking</li> <li>follows agreed upon rules for discussion (ie: speaking when recognized and listening to others)</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>

Reading					
<b>5.R.1.B.b:</b> using context to determine meaning of unfamiliar or multiple meaning words	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>The student can rarely determine the meaning of unfamiliar or multiple meaning words by using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>The student can mostly determine the meaning of unfamiliar or multiple meaning words by using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>The student can independently determine the meaning of unfamiliar or multiple meaning words by using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>5.R.2.A.g:</b> Fiction - Read, infer, analyze, and draw conclusions to: g. introduce different forms of third-person points of view in stories	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<b>Attempts to know the forms of third-person point-of-view</b> <ul style="list-style-type: none"> <li>Third person limited</li> <li>Third person omniscient</li> </ul>	<b>Is consistent with forms of third-person point of view</b> <ul style="list-style-type: none"> <li>Third person limited</li> <li>Third person omniscient</li> </ul>	<b>Can differentiate the 2 forms of third-person point of view</b> <ul style="list-style-type: none"> <li>Third person limited</li> <li>Third person omniscient</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>5.R.2.B.a:</b> Poetry - Read, infer, and draw conclusions to: a. explain how poets use sound and visual elements in poetry	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<b>The student can do all one of the following:</b> <ul style="list-style-type: none"> <li>Read, infer, and draw conclusions to explain how poets use sound elements</li> <li>Read, infer, and draw conclusions to explain how poet use visual elements in poetry</li> </ul>	<b>The student can do all two the following:</b> <ul style="list-style-type: none"> <li>Read, infer, and draw conclusions to explain how poets use sound elements</li> <li>Read, infer, and draw conclusions to explain how poet use visual elements in poetry</li> </ul>	<b>The student can do all of the following:</b> <ul style="list-style-type: none"> <li>Read, infer, and draw conclusions to explain how poets use sound elements</li> <li>Read, infer, and draw conclusions to explain how poet use visual elements in poetry</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>5.R.2.B.b:</b> Poetry - Read, infer, and draw conclusions to: b. identify forms of poems (*how poems are put together, i.e., stanzas, etc.)	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<b>The student can do all one of the following:</b> <ul style="list-style-type: none"> <li>Read, infer, or draw conclusions to identify forms of poems (*how poems are put together, i.e., stanzas, etc.)</li> </ul>	<b>The student can do all two the following:</b> <ul style="list-style-type: none"> <li>Read, infer, and/or draw conclusions to identify forms of poems (*how poems are put together, i.e., stanzas, etc.)</li> </ul>	<b>The student can do all of the following:</b> <ul style="list-style-type: none"> <li>Read, infer, and draw conclusions to identify forms of poems (*how poems are put together, i.e., stanzas, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>5.R.2.C.a:</b> Drama - Read, infer, and draw conclusions to: analyze the similarities between an original text and its dramatic adaptation *including multimedia	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<b>The student can do all one of the following:</b> <ul style="list-style-type: none"> <li>Read, infer, or draw conclusions to analyze the similarities between an original text and its dramatic adaptation *including multimedia</li> </ul>	<b>The student can do all two the following:</b> <ul style="list-style-type: none"> <li>Read, infer, and/or draw conclusions to analyze the similarities between an original text and its dramatic adaptation *including multimedia</li> </ul>	<b>The student can do all of the following:</b> <ul style="list-style-type: none"> <li>Read, infer, and draw conclusions to analyze the similarities between an original text and its dramatic adaptation *including multimedia</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
Reads at expected grade level	<ul style="list-style-type: none"> <li>No demonstration of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> Quarter-independently reading lower than a DRA level 38</li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> Quarter-independently reading at a DRA level 40</li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> Quarter-independently reading at a DRA level 50</li> </ul>	<ul style="list-style-type: none"> <li>All Quarters-independently reading at a DRA level 60 or higher.</li> </ul>

		<ul style="list-style-type: none"> <li>4<sup>th</sup> Quarter- independently reading lower than a DRA level 38</li> </ul>	<ul style="list-style-type: none"> <li>4<sup>th</sup> Quarter- independently reading at a DRA level 40</li> </ul>	<ul style="list-style-type: none"> <li>4<sup>th</sup> Quarter- independently reading at a DRA level 50</li> </ul>	
<b>Writing</b>					
<b>5.W.1.C.b:</b> Revise/Edit - Reread, revise, and edit drafts with assistance to: b. edit for language conventions	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	The student can do 1 or 2 of the following consistently: <ul style="list-style-type: none"> <li>uses correct verb tenses</li> <li>capitalizes at the beginning of sentences and proper nouns</li> <li>uses commas before conjunctions</li> <li>uses apostrophes to show possession</li> <li>uses word families and spelling rules and/or resources</li> </ul>	The student can do 3 or 4 of the following consistently: <ul style="list-style-type: none"> <li>uses correct verb tenses</li> <li>capitalizes at the beginning of sentences and proper nouns</li> <li>uses commas before conjunctions</li> <li>uses apostrophes to show possession</li> <li>uses word families and spelling rules and/or resources</li> </ul>	The student can do all of the following consistently: <ul style="list-style-type: none"> <li>uses correct verb tenses</li> <li>capitalizes at the beginning of sentences and proper nouns</li> <li>uses commas before conjunctions</li> <li>uses apostrophes to show possession</li> <li>uses word families and spelling rules and/or resources</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>5.W.2.C.b:</b> Narrative/Literary - Write fiction or non-fiction narratives and poems that: b. use narrative techniques, such as dialogue, motivation, and descriptions	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	Students write a narrative text with 1 or 2 of the following: <ul style="list-style-type: none"> <li>Characters</li> <li>Setting</li> <li>Plot</li> <li>Dialogue</li> <li>Uses a blend of description, action, and thinking.</li> </ul>	Students write a narrative text with 3 or 4 of the following: <ul style="list-style-type: none"> <li>Characters</li> <li>Setting</li> <li>Plot</li> <li>Dialogue</li> <li>Uses a blend of description, action, and thinking.</li> </ul>	Students write a narrative text with all of the following: <ul style="list-style-type: none"> <li>Characters</li> <li>Setting</li> <li>Plot</li> <li>Dialogue</li> <li>Uses a blend of description, action, and thinking.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>5.W.2.C.c:</b> Narrative/Literary - Write fiction or non-fiction narratives and poems that: c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	The writer used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	<ul style="list-style-type: none"> <li></li> </ul>
<b>Math</b>					
<b>5.GM.B.4:</b> Understand the concept of volume (A solid figure which can be packed without gaps or overlaps using n unit cubes) and recognize that volume is measured in cubic units. a. Describe a cube with edge length 1 unit as a "unit cube" and is said to have "one cubic unit" of volume and can be used to measure volume. b. Understand that the volume of a right rectangular prism can be	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>The student is beginning to understand the concepts of volume.</li> </ul>	<ul style="list-style-type: none"> <li>The student is progressing towards understanding the concepts of volume.</li> </ul>	<ul style="list-style-type: none"> <li>The student has mastered the concepts of volume.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>

found by stacking multiple layers of the base. c. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. d. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.					
<b>5.GM.D.9:</b> Solve multi-step problems that require measurement conversions. a. simplify smaller units to larger units. For example: 32 in. to 2 ft. 8 in.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>The student is beginning to understand multi-step problems that require measurement conversions.</li> </ul>	<ul style="list-style-type: none"> <li>The student is progressing towards multi-step problems that require measurement conversions.</li> </ul>	<ul style="list-style-type: none"> <li>The student has mastered multi-step problems that require measurement conversions.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>5.GM.A.2:</b> Classify figures in a hierarchy based on properties.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>The student is beginning to understand classifying figures.</li> </ul>	<ul style="list-style-type: none"> <li>The student is progressing towards classifying figures.</li> </ul>	<ul style="list-style-type: none"> <li>The student has mastered classifying figures.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>5.DS.A.2:</b> Create a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ), to represent a given or generated data set, and analyze the data to answer questions and solve problems. a. recognizing the outliers and generating the median.	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>The student is beginning to understand creating a line plot to display a data set of measurement in fractions.</li> </ul>	<ul style="list-style-type: none"> <li>The student is progressing towards creating a line plot to display a data set of measurement in fractions.</li> </ul>	<ul style="list-style-type: none"> <li>The student has mastered creating a line plot to display a data set of measurement in fractions.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>

<b>Science</b>					
<b>5.ESS1.B.1:</b> Earth's Place in the Universe B. Earth and the Solar System 1. Make observations during different seasons to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Students are unable to make observations during different seasons to relate the amount of daylight to the time of year.</li> </ul>	<ul style="list-style-type: none"> <li>Students can mostly make observations during different seasons to relate the amount of daylight to the time of year but may have misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Students can accurately make observations during different seasons to relate the amount of daylight to the time of year.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>

* I can explain how the amount of light is directly related to Earth's position.					
<b>Social Studies</b>					
<b>H.3a.I.5:</b> Identify political, economic, and social causes and consequences of the Civil War and Reconstruction	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Can somewhat show an understanding of the causes and effects of the Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>Can mostly show an understanding of the causes and effects of the Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>Can show an understanding of the causes and effects of the Civil War.</li> </ul>	<ul style="list-style-type: none"> <li>NO EXCEEDS</li> </ul>
<b>EG.5.B.5.2:</b> Locate states in the United States	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Can locate all 10/50 states in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Can locate all 30/50 states in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Can locate 50 states in the United States.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>EG.5.B.5.2:</b> Locate major topographic features of the United States	<ul style="list-style-type: none"> <li>No demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Can locate some topographic features and selected cities on the United States map.</li> </ul>	<ul style="list-style-type: none"> <li>Can locate most topographic features and selected cities on the United States map.</li> </ul>	<ul style="list-style-type: none"> <li>Can locate topographic features and selected cities on the United States map.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>