



# 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
<b>Foundational Skills</b>				
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"> <li>• Rate = &lt; 125 WCPM</li> <li>• Expression</li> </ul>	Reads grade level texts with: <ul style="list-style-type: none"> <li>• Rate = 125-139 WCPM</li> <li>• Expression</li> </ul>	Consistently reads grade level text with: <ul style="list-style-type: none"> <li>• Rate = &gt;140 WCPM</li> <li>• Expression</li> </ul>	
<b>Reading Comprehension: Literature</b>				
Identifies key ideas & details in a grade level literature text and understands how author's use craft and structure to communicate a message	<b>Requires teacher support to:</b> Summarize texts using story elements  Quote accurately from the text when: <ul style="list-style-type: none"> <li>• answering literal and inferential question</li> <li>• identifying the theme</li> <li>• identifying the author's point of view (mood/tone)</li> </ul> Interpret words and phrases, including figurative language  Compare/contrast story elements and points of view within and across texts	<b>Inconsistently:</b> Summarize texts using story elements  Quote accurately from the text when: <ul style="list-style-type: none"> <li>• answering literal and inferential question</li> <li>• identifying the theme</li> <li>• identifying the author's point of view (mood/tone)</li> </ul> Interpret words and phrases, including figurative language  Compare/contrast story elements and points of view within and across texts	<b>Consistently:</b> Summarize texts using story elements  Quote accurately from the text when: <ul style="list-style-type: none"> <li>• answering literal and inferential question</li> <li>• identifying the theme</li> <li>• identifying the author's point of view (mood/tone)</li> </ul> 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"> <li>• analysis of the author's use of symbolism,</li> <li>• analysis of the author's use of foreshadowing</li> <li>• analysis of character development</li> <li>• analysis of mood and style and their interaction and impact</li> </ul>
<b>Reading Comprehension: Informational</b>				
Identifies key ideas & details in a grade level informational text and understands how author's use craft and structure to communicate a message	<b>Requires teacher support to:</b> 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	<b>Inconsistently:</b> 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	<b>Consistently:</b> 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"> <li>• analysis of how an author's message is shaped by perspective and tone</li> <li>• analysis of the author's bias</li> <li>• analysis of how information is presented within and across text</li> </ul>



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<b>Writing</b>				
<p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p>	<p><b>Requires teacher support to:</b> 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><b>Inconsistently:</b> 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><b>Consistently:</b> 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 chos es punctuation, language conventions, and/or sentence structure to convey meaning and emotion in the story</p>
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<p><b>Requires teacher support to:</b> Writes a multi-paragraph informative/explanatory text that:</p> <ul style="list-style-type: none"> <li>● introduces the topic</li> <li>● organizes information clearly</li> <li>● develops the topic with facts, definitions, details, and quotations</li> <li>● provides a concluding section</li> </ul> <p>Sentences include proper grammar and proper conventions</p>	<p><b>Inconsistently:</b> Writes a multi-paragraph informative/explanatory text that:</p> <ul style="list-style-type: none"> <li>● introduces the topic</li> <li>● organizes information clearly</li> <li>● develops the topic with facts, definitions, details, and quotations</li> <li>● provides a concluding section</li> </ul> <p>Sentences include proper grammar and proper conventions</p>	<p><b>Consistently:</b> Writes a multi-paragraph informative/explanatory text that:</p> <ul style="list-style-type: none"> <li>● introduces the topic</li> <li>● organizes information clearly</li> <li>● develops the topic with facts, definitions, details, and quotations</li> <li>● provides a concluding section</li> </ul> <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"> <li>● Intentionally chose words to convey accurate and engaging information</li> <li>● Intentionally chose an organizational structure within each paragraph to convey accurate and engaging information</li> <li>● made a text to self, text, or world connection in the concluding section</li> </ul>
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons</p>	<p><b>Requires teacher support to:</b> Writes a five paragraph opinion piece that:</p> <ul style="list-style-type: none"> <li>● introduces the topic and states the author’s opinion</li> <li>● organizes information clearly</li> <li>● includes three pieces of evidence with relevant explanations</li> <li>● provides a conclusion</li> </ul> <p>Sentences include proper grammar and conventions</p>	<p><b>Inconsistently:</b> Writes a five paragraph opinion piece that:</p> <ul style="list-style-type: none"> <li>● introduces the topic and states the author’s opinion</li> <li>● organizes information clearly</li> <li>● includes three pieces of evidence with relevant explanations</li> <li>● provides a conclusion</li> </ul> <p>Sentences include proper grammar and conventions</p>	<p><b>Consistently:</b> Writes a five paragraph opinion piece that:</p> <ul style="list-style-type: none"> <li>● introduces the topic and states the author’s opinion</li> <li>● organizes information clearly</li> <li>● includes three pieces of evidence with relevant explanations</li> <li>● provides a conclusion</li> </ul> <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"> <li>● Uses background information about the topic to show its importance</li> <li>● ideas are all connected to the claim, are clearly contained in separate paragraphs, and are intentionally sequenced</li> <li>● use a variety of elaboration techniques to explain how my evidence supports my claim.</li> <li>● synthesizes the information presented to draw a conclusion.</li> </ul>

Fifth Grade Math Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard
<b>Finding Volume</b>			
Find the volume of right rectangular prisms and solid figures composed of two right rectangular prisms.	Understanding is limited when finding the volume of right rectangular prisms and solid figures composed of two right rectangular prisms; requires significant teacher support.	Inconsistently finds the volume of right rectangular prisms and solid figures composed of two right rectangular prisms.	Consistently finds the volume of right rectangular prisms and solid figures composed of two right rectangular prisms.
<b>Fractions as Quotients and Fraction Multiplication</b>			
Develops an <u>understanding of fractions as the division of the numerator by the denominator</u> , that is $a \div b = a/b$	Limited understanding of fractions as the division of the numerator by the denominator, that is $a \div b = a/b$ ; requires significant teacher support.	Inconsistently demonstrates understanding of fractions as the division of the numerator by the denominator, that is $a \div b = a/b$ .	Consistently demonstrates an understanding of fractions as the division of the numerator by the denominator, that is $a \div b = a/b$ .
<u>Solve problems that involve the multiplication of a whole number and a fraction</u> , including fractions greater than 1.	Understanding is limited when solving problems that involve the multiplication of a whole number and a fraction, including fractions greater than 1; requires significant teacher support.	Inconsistently solves problems that involve the multiplication of a whole number and a fraction, including fractions greater than 1.	Consistently solves problems that involve the multiplication of a whole number and a fraction, including fractions greater than 1.
<b>Multiplying and Dividing Fractions</b>			
Extend multiplication of whole numbers to <u>multiply fractions by fractions</u>	Limited understanding of multiplying fractions by fractions; requires significant teacher support.	Inconsistently multiplies fractions by fractions.	Consistently multiplies fractions by fractions.
Extend division of whole numbers to <u>divide a whole number and a unit fraction</u> .	Limited understanding of division of a whole number and a unit fraction; requires significant teacher support.	Inconsistently divides a whole number and a unit fraction.	Consistently divides a whole number and a unit fraction.
<b>Multiplication and Division with Multi-digit Numbers</b>			
Use the standard algorithm to <u>multiply multi-digit whole numbers</u> .	Limited understanding of the standard algorithm to multiply multi-digit whole numbers; requires significant teacher support.	Inconsistently uses the standard algorithm to multiply multi-digit whole numbers.	Consistently uses the standard algorithm to multiply multi-digit whole numbers.
<u>Divide multi-digit whole numbers up to four-digits by two-digits divisors</u> using strategies based on place value and properties of operations.	Limited understanding of dividing whole numbers up to four-digits by two-digits divisors; requires significant teacher support.	Inconsistently divides whole numbers up to four-digits by two-digits divisors.	Consistently divides whole numbers up to four-digits by two-digits divisors.

# Fifth Grade Math Rubric

Place Value Patterns and Decimal Operations			
Use place value understanding to <u>round, compare, order, add, subtract, multiply, and divide decimals.</u>	Limited understanding of how to use place value to round, compare, order, add, subtract, multiply, and divide decimals; requires significant teacher support.	Inconsistently uses place value understanding to round, compare, order, add, subtract, multiply, and divide decimals.	Consistently uses place value understanding to round, compare, order, add, subtract, multiply, and divide decimals.
Decimal and Fraction Operations			
<u>Solve multi-step fraction operation problems</u> , including addition and subtraction of fractions with unlike denominators.	Limited understanding of how to solve multi-step fraction operation problems, including addition and subtraction of fractions with unlike denominators; requires significant teacher support.	Inconsistently solves multi-step fraction operation problems, including addition and subtraction of fractions with unlike denominators.	Consistently solves multi-step fraction operation problems, including addition and subtraction of fractions with unlike denominators.
Shapes on the Coordinate Plane			
<u>Plot coordinate pairs on a coordinate grid</u>	Limited understanding of how to plot coordinate pairs on a coordinate grid; requires significant teacher support.	Inconsistently plots coordinate pairs on a coordinate grid.	Consistently plots coordinate pairs on a coordinate grid.
<u>Classify triangles and quadrilaterals</u> in a hierarchy based on properties of side length and angle measure.	Limited understanding of how to classify triangles and quadrilaterals in a hierarchy; requires significant teacher support.	Inconsistently classifies triangles and quadrilaterals in a hierarchy.	Consistently classifies triangles and quadrilaterals in a hierarchy.
<u>Generate, identify, and graph relationships</u> between corresponding terms in two numeric patterns, given two rules.	Limited understanding of how to generate, identify, and graph relationships between corresponding terms in two numeric patterns, given two rules; requires significant teacher support.	Inconsistently generates, identifies, and graphs relationships between corresponding terms in two numeric patterns, given two rules.	Consistently generates, identifies, and graphs relationships between corresponding terms in two numeric patterns, given two rules.



# Fifth Grade Science Rubric

Fifth Grade Science Rubric	1-Limited Understanding of Grade Level Standard	2-Progressing Towards Grade Level Standard	3-Meets Grade Level Standard
<b>Earth Science: Patterns of Earth and Sky</b>			
<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>
<b>Life Science: Ecosystem Restoration</b>			
<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.
<b>Physical Science: Energy - Collisions</b>			
<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

<b>Fifth Grade Other Subjects Rubric</b>	<b>1-Limited Understanding of Grade Level Standard</b>	<b>2-Progressing Towards Grade Level Standard</b>	<b>3-Meets Grade Level Standard</b>	<b>E-Exceeds Grade Level Standard</b>
<b>Social Studies</b>				
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.
<b>Health</b>				
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.	
<b>Art – assess quarters 2 and 4</b>				
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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<b>Art – assess quarters 2 and 4</b>				
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
<b>Music - assess quarters 2 &amp; 4; Band Students assessed ALL 4 quarters</b>				
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	
<b>Band Students Only:</b> 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	
<b>Physical Education</b>				
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	
<b>Media is NOT graded. Student progress will be documented through Seesaw.</b>				