

Grade Five Standard Rubric

Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
	The student independently extends concepts/skills and consistently works beyond grade level standards.	The student shows thorough understanding of concepts/skills and consistently applies them with accuracy and independence.	The student shows near-complete understanding of concept/skills and applies them with increased accuracy and independence.	The student shows increased understanding of concept/skills and applies them with guidance and support from adults.	The student shows basic understanding of concept/skills and applies them with guidance and support from adults.

***Italic blue text shows the difference between fourth and fifth grade Common Core State Standards.*

Reading	Meeting
Reads with comprehension independently and proficiently in a variety of genres and informational texts	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band <i>independently and proficiently.</i> (5RL10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band <i>independently and proficiently.</i> (5RI10)
Quote accurately to explain text explicitly and when drawing inferences	<i>Quote accurately</i> to explain text explicitly and when drawing inferences from text. (5RL1 & 5RI1) Locate and analyze examples of <i>foreshadowing</i> in stories, poems, folktales, and plays. (MA.8.A)
Describes how point of view shapes story events	Describe how a narrator’s or speakers’ point of view <i>influences how events are described.</i> (5RL6)

<p>Compares and contrasts characters, settings, events and themes in literature</p>	<p>Determine a theme of a story, drama, or poem from details in the text, <i>including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</i> (5RL2) <i>Compare and contrast two or more</i> characters, settings, or events in a story or drama, drawing specific details in the text (e.g., how characters interact). (5RL3) Compares and contrasts <i>stories in the same genre</i> (e.g., mysteries and adventure stories) on their <i>approaches to</i> similar themes and topics. (5RL9)</p>
<p>Summarizes important ideas and key details in a text</p>	<p>Summarize text (5RL2) Determine <i>two or more</i> main ideas of a text and explain how they are supported by key details; summarize text (5RI2)</p>
<p>Analyzes and explains multiple text structures</p>	<p><i>Explain the relationships or interactions between two or more</i> individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (5RI3) <i>Explain how a series of chapters, scenes, or stanzas fits together</i> to provide the overall structure of a particular story, drama, or poem. (5RL 5) <i>Compare and contrast</i> the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information <i>in two or more texts.</i> (5RI5) Analyze visual and multimedia elements and how they contribute to <i>meaning, tone, or beauty of text</i> (graphic novel, multimedia presentation of fiction, folktale, myth, poem). (5RL7)</p>
<p>Integrates and evaluates content from multiple sources noting similarities and differences in authors' point of view</p>	<p><i>Analyze multiple accounts</i> of the same event or topic, <i>noting important similarities and differences</i> in the point of view they represent. (5RI6) Draw on information from multiple print or digital sources, demonstrating <i>the ability to locate an answer</i> to a question or to solve a problem quickly and efficiently. (5RI7) Explain how an author uses reasons and evidence to support particular points in a text and <i>identifying which reasons and evidence support which points.</i> (5RI8) Integrate information from <i>several texts</i> on the same topic in order to write or speak about the subject knowledgeably. (5RI9)</p>
<p>Reads fluently, accurately, and with expression to support comprehension</p>	<p>Read grade level text with sufficient accuracy and fluency to support comprehension. Is able to read grade level text, prose and poetry with appropriate expression and rate. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary. (5RF4)</p>

WRITING	Meeting
Writes opinion pieces on topic or text, supporting a point of view with reasons and information.	Write opinion pieces that introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <i>logically</i> grouped to support the writer’s purpose. Provide <i>logically ordered</i> reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). Provide a concluding statement or section related to the opinion presented. (W-1)
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts that introduce a topic clearly, <i>provide a general observation and focus</i> , and group related information <i>logically</i> ; include formatting. Develop the topic with facts, definitions, concrete details, quotations, or other information. Link ideas within <i>and across</i> categories of information using words, phrases, <i>and clauses</i> (e.g., <i>in contrast, especially</i>). Use precise language and domain-specific vocabulary to inform or explain the topic. Provide a concluding statement or section related to the information or explanation. (W-2) Conduct short research projects that <i>use several sources</i> to build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; <i>summarize or paraphrase</i> information in notes <i>and finished work</i> , and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W-7,W-8, W-9) (Apply 5RL3,5RI8.)
Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and <i>pacing</i> , to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and <i>clauses</i> to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. (W-3)
Produces clear and coherent writing.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W-4)
Uses the steps of the writing process to show improvement.	Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W-3a & W 10) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W-5)

Speaking & Listening	
Engages effectively in a range of collaborative discussions	<p>Come to discussions prepared, and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and <i>elaborate on the remarks of others</i>.</p> <p>Review the key ideas expressed and <i>draw conclusions</i> in light of information and knowledge gained from the discussions. (SL-1)</p> <p><i>Summarize</i> a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL-2)</p> <p><i>Summarize the points</i> a speaker makes and <i>explain how each claim is supported</i> by reasons and evidence. (SL-3)</p>
Communicates effectively in oral presentations	<p>Report on a topic or text or <i>present an opinion, sequencing ideas logically</i> and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL-4)</p> <p><i>Include multimedia components</i> (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL-5)</p> <p><i>Adapt speech to a variety</i> of contexts and tasks, using formal English when appropriate to task and situation. (SL-6)</p>
Language	
Demonstrates command of the conventions of standard English grammar and usage	<p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Use verb tense to convey various times, sequences, states, and conditions, and recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). (L-1)</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L-3) <i>Entire standards are new.</i></p>

<p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence and to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. (L-2) <i>Entire standard is new.</i></p>
<p>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings</p>	<p>Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. <i>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</i> (L-5) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5RL4)</p>
<p>Acquires and uses accurately grade appropriate general academic and domain-specific vocabulary</p>	<p>Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to determine the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Acquires and use grade appropriate words and phrases. (L-4- L-6) Determine the meaning of general academic and domain-specific words and phrases in a text <i>relevant to a grade 5 topic or subject area.</i> (5RI4)</p>
MATH	
<p>Writes and interprets numerical expressions applying the order of operations</p>	<p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. Write simple expressions and interpret numerical expressions without evaluating them. (5.OA)</p>
<p>Analyzes patterns and relationships</p>	<p>Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. (5.OA)</p>
<p>Understands place value system</p>	<p>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. Compare two decimals to thousandths based on meanings of the digits in</p>

	each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Uses place value understanding to round decimals to any place. (5.NBT)
Recalls math facts with automaticity and accuracy	Recalls 30 math facts in 1 minute with automaticity and accuracy.
Performs operations with decimals to the hundredths place	Fluently multiply multi-digit whole numbers using the standard algorithm. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, 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. (5.NBT) Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5.NBT)
Use positive and negative integers to describe quantities	Use positive and negative integers to describe quantities such as temperature above/below zero, elevation above/below sea level, or credit/debit. (5.NS)
Adds and subtracts fractions with unlike denominators	Add and subtract fractions with unlike denominators (including mixed numbers). Solve word problems involving addition and subtraction of fractions. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. Report all answers in simplest form. (5.NF)
Multiplies and divides fractions	Interpret a fraction as division of the numerator by the denominator. Multiply a fraction or a whole number by a fraction. Find the area of a rectangle with fractional side length. Interpret multiplication as scaling (resizing). Divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients for example by using a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$. Report all answers in simplest form. (5.NF)
Converts like measurement units within a given measurement system	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5.MD)

Represents and interprets data	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. (5.MD)
Finds volume of rectangular prisms	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. Measure volumes using cubic units. Understand and apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts. (5.MD)
Graphs points on the coordinate plane to solve real-world and mathematical problems	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (5.G)
Classifies two-dimensional figures into categories based on their properties	Classify two-dimensional figures in a hierarchy based on properties. (5.G)
Makes sense of problems and perseveres in solving them	Mathematically proficient students consistently identify a problem, look for entry points, analyze givens, attempt to solve the problem, monitor/evaluate progress, and change course if necessary. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" (SMP1, 7, 8)
Reasons and explains using appropriate words, illustrations, tools, and models	Mathematically proficient students can apply the mathematics they know to solve problems. They are able to analyze situations by breaking them into cases, constructing arguments, and recognizing/using counter-examples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They identify and use appropriate tools strategically. (Tools might include: calculators, rulers, texts, concrete models, graphs, tables, technology etc.) (SMP2,3,4,5)
Attends to precision	Mathematically proficient students use mathematical vocabulary and clear definitions in discussions with others and in their own reasoning. They state the meanings of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. (SMP 6)