

5th Grade Report Card Benchmarks Jackson Township School District

Language Arts Literacy - Grade 5				
Reading: Literature and Informational Text				
<i>Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i>				
Marking Period	1	2	3	4
ALL	The student uses a direct quote from a text when drawing inferences to explicitly explain what the text says with some prompting and teacher support.	The student occasionally and independently uses a direct quote from a text when drawing inferences to explicitly explain what the text says.	The student consistently and independently uses a quote from a text when drawing inferences to explicitly explain what the text says.	The student consistently surpasses grade level expectations using quotes from a text when drawing inferences to explicitly explain what the text says with high levels of quality and complexity.
<i>Determines the main idea and/or central lesson, theme or moral of text and summarizes the text.</i>				
Marking Period	1	2	3	4
ALL	The student can identify the main idea/central lesson and summarize a text with some prompting and teacher support.	The student can occasionally and independently identify the main idea/central lesson and summarize a text.	The student can consistently and independently identify the main idea/central lesson and summarize a text.	The student consistently surpasses grade level expectations in identifying the main idea/central lesson and summarizing a text with high levels of quality and complexity.
<i>Compares and contrasts characters, setting, and events while drawing upon specific details from the text.</i>				
Marking Period	1	2	3	4
ALL	The student can compare/contrast characters, setting, and events using specific details from the text with some prompting and teacher support.	The student can occasionally and independently compare/contrast characters, setting and events using specific details from the text.	The student can consistently and independently compare and contrast characters, settings, and events, using specific details from the text.	The student consistently surpasses grade level expectations in comparing/contrasting characters, settings, and events, using specific details from the text with high levels of quality and complexity.
<i>Determines the meaning of words, phrases and/or academic specific vocabulary, including figurative language.</i>				

Marking Period	1	2	3	4
ALL	The student demonstrates understanding of the meaning of words, phrases, and/or figurative language (metaphors/similes) from the text with some prompting and teacher support.	The student can occasionally and independently demonstrate an understanding of meanings of words, phrases, and/or figurative language (metaphors/similes) from the text.	The student can consistently and independently demonstrate an understanding of meanings of words, phrases, and/or figurative language (metaphors/similes) from the text.	The student consistently surpasses grade level expectations in demonstrating an understanding of word, phrase, and figurative language (metaphor/simile) meaning from the text with high levels of quality and complexity.
<i>Incorporates and uses text features (key words, links, chapters, scenes, stanzas.</i>				
Marking Period	1	2	3	4
ALL	The student can explain how chapters or scenes in a series (text features) fit into overall structure of a story or informational text (e.g., chronology, comparison, cause/effect, problem/solution) with some prompting and teacher support.	The student can occasionally in independently explain how chapters or scenes in a series (text features) fit into overall structure of a story or informational text (e.g., chronology, comparison, cause/effect, problem/solution).	The student can consistently and independently explain how chapters or scenes in a series (text features) fit into overall structure of a story or informational text (e.g., chronology, comparison, cause/effect, problem/solution)	The student consistently surpasses grade level expectations in explaining how chapters or scenes (text features) fit into the overall structure of a story or informational text (e.g., chronology, comparison, cause/effect, problem/solution) with high levels of quality and complexity.
<i>Describes how a narrator's or speaker's point of view influences how events are described.</i>				
Marking Period	1	2	3	4
ALL	The student can identify and describe a narrator's or speaker's point of view and how it influences the way events are described with some prompting and teacher support.	The student can occasionally and independently identify and describe a narrator's or speaker's point of view and how it influences the way events are described.	The student can consistently and independently identify and describe a narrator's or speaker's point of view and how it influences the way events are described.	The student consistently surpasses grade level expectations in identifying and describing a narrator's or speaker's point of view and how it influences the way events are described with high levels of quality and complexity.
<i>Uses information from text illustrations and multimedia for setting, mood, characters, and key events.</i>				
Marking Period	1	2	3	4

ALL	The student can identify setting, mood, characters, and key events using information gathered from the text and digital sources with some prompting and teacher support.	The student can occasionally and independently identify setting, mood, characters, and key events using information gathered from the text and digital sources.	The student can consistently and independently identify setting, mood, characters, and key events using information gathered from the text and digital sources.	The student consistently surpasses grade level expectations in identifying setting, mood, characters, and key events using information gathered from the text and digital sources with high levels of quality and complexity.
<i>Explains and identifies how author uses reasons/evidence to support points in text.</i>				
Marking Period	1	2	3	4
ALL	The student can explain how an author uses reasons and evidence to support particular points in informational text and prove each point with evidence from the text with significant prompting and teacher support.	The student can explain how an author uses reasons and evidence to support particular points in informational text and prove each point with evidence from the text with some prompting and teacher support.	The student can consistently and independently explain how an author uses reasons and evidence to support particular points in informational text and prove each point with evidence from the text.	The student consistently surpasses grade level expectations in explaining how an author uses reasons and evidence to support particular points in informational text and proving each point with evidence from the text with high levels of thinking.
<i>Compares/contrasts details of stories in the same genre on their approaches to similar themes and/or informational topics from several texts.</i>				
Marking Period	1	2	3	4
ALL	The student can compare/contrast stories with similar themes of the same genre and/or explain similarities/differences of ideas, events, or concepts on the same topic in informational texts with some prompting and teacher support.	The student can occasionally and independently compare/contrast stories with similar themes of the same genre and/or explain similarities/differences of ideas, events, or concepts on the same topic in informational texts.	The student can consistently and independently compare/contrast stories with similar themes of the same genre and/or explain similarities/differences of ideas, events, or concepts on the same topic in informational texts.	The student consistently surpasses grade level expectations to compare/contrast stories with similar themes of the same genre and/or explain similarities/differences of ideas, events, or concepts on the same topic in informational texts with high levels of quality and complexity.
<i>Reads and comprehends a range of literature in the grade 5 text complexity band independently and proficiently.</i>				
Marking Period	1	2	3	4

ALL	The student is able to read and comprehend complex literary and informational texts with some prompting and teacher support.	The student can occasionally and independently read and comprehend complex literary and informational texts.	The student can consistently and independently read and comprehend complex literary and informational texts.	The student consistently surpasses grade level expectations to independently read and comprehend complex literary and informational texts with high levels of quality.
Reading: Foundational Skills				
<i>Knows and applies grade level phonics and word analysis when decoding and writing.</i>				
Marking Period	1	2	3	4
ALL	The student understands and can apply specific strategies for decoding words in texts, and spelling words using grade level phonics, word analysis, and syllabication patterns with some prompting and teacher support.	The student can occasionally and independently apply specific strategies for decoding words in texts and spelling words using grade level phonics, word analysis, and syllabication patterns with some prompting and teacher support.	The student can consistently and independently apply specific strategies for decoding words in texts and spelling words using grade level phonics, word analysis, and syllabication patterns.	The student consistently surpasses grade level expectations to independently apply specific strategies for decoding words in texts and spelling multisyllabic words with high levels of phonics, word analysis, and syllabication patterns.
<i>Reads with accuracy and fluency to support comprehension.</i>				
Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level standards. The student reads significantly below grade level text with appropriate accuracy, purpose, and fluency to support comprehension. Performance is reflective of significant prompting and teacher support.	The student reads below grade level text with appropriate accuracy, rate, purpose, fluency, and expression to support comprehension. Uses context to confirm or self-correct word recognition and understanding, rereading text as necessary.	The student reads grade level text with appropriate accuracy, rate, purpose, fluency, and expression to support comprehension. Uses context to confirm or self-correct word recognition and understanding, rereading text as necessary.	The student consistently surpasses grade level expectations to read with purpose and understanding. Reads above grade level text with accuracy, rate, purpose, and expression to support comprehension. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary with high levels of comprehension.
Writing: Opinion				
<i>Writes opinion pieces on topics or texts to examine a topic and convey ideas and information clearly.</i>				

Marking Period	1	2	3	4
MP3	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of concepts and skills. Opinion writing lacks a clear topic introduction, opinion, or claim with little structuring of ideas. Performance is inconsistent with support and interventions provided.	With prompting and support, the student occasionally introduces a topic clearly, states an opinion, or claim, and creates an organizational structure in which ideas are supported with reasons and a variety of evidence for each reason.	The student consistently and independently introduces a topic clearly, states an opinion, or claim, and creates an organizational structure in which ideas are supported with reasons and a variety of evidence for each reason.	The student consistently surpasses grade level expectations to introduce a topic clearly, states an opinion, or claim, and creates an organizational structure in which ideas are supported with reasons and a variety of evidence for each reason demonstrating a high level of thinking, quality, and sentence complexity.

Demonstrates an organizational structure to list reasons that support their opinion.

Marking Period	1	2	3	4
MP3	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of concepts and skills. Opinion writing lacks structure with logically ordered reasons that are supported with evidence. Performance is inconsistent with support and interventions provided.	With prompting and support, the student occasionally writes a structured and organized opinion piece with some logically ordered reasons that are supported with evidence -facts and details. (examples, quotations, micro-stories to support opinion/claim).	The student consistently and independently writes a structured and organized opinion piece with logically ordered reasons that are supported with evidence-facts and details (examples, quotations, micro-stories to support opinion/claim).	The student consistently surpasses grade level expectations to write an opinion piece that is well organized and provides logically ordered reasons that are supported with evidence-facts and details (examples, quotations, micro-stories to support opinion/claim) demonstrating a high level of thinking, quality, and sentence complexity.

Uses linking words and phrases (e.g. because, therefore, since) to connect opinions and reasons.

Marking Period	1	2	3	4
----------------	---	---	---	---

MP3	<p>The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of concepts and skills. Opinion writing lacks linking his/her opinion (or claim) and reasons with words, phrases, and clauses to connect with any evidence presented. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the student occasionally links his/her opinion (or claim) and reasons using precise words, phrases, and clauses to connect with the evidence presented.(eg., <i>because, also, another reason, for example</i>)</p>	<p>The student consistently and independently links his/her opinion (or claim) and reasons using precise words, phrases, and clauses to connect with the evidence presented.(eg., <i>consequently, specifically, because, therefore, since, this shows that, for example</i>)</p>	<p>The student consistently surpasses grade level expectations by linking his/her opinion (or claim) and reasons using a high level of precise and complex words, phrases, clauses, and sentences to connect with the evidence presented. (<i>because, particularly, consequently, specifically, therefore, subsequently</i>)</p>
------------	---	--	---	---

Provides closure on an opinion piece.

Marking Period	1	2	3	4
MP3	<p>The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of concepts and skills. Opinion writing lacks a concluding statement or section which connects back to and highlights the opinion/claim presented. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the student occasionally provides a clear concluding statement or section which connects back to and highlights the opinion/claim presented (what the piece is mainly about).</p>	<p>The student consistently and independently provides a clear concluding statement or section which connects back to and highlights the opinion/claim presented (what the piece is mainly about).</p>	<p>The student consistently surpasses grade level expectations by providing a superior concluding statement or section which connects back to and highlights the opinion/claim presented (what the piece is mainly about) and perhaps offering a lingering thought or new insight for readers to consider. The ending added to and strengthened the overall topic with a high level of thinking, quality, and sentence complexity.</p>

Writing: Informative/Explanatory

Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

Marking Period	1	2	3	4
----------------	---	---	---	---

MP2	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of concepts and skills of writing an informative/explanatory piece - by researching a topic, gathering information, and organizing it in a logical way. Performance is inconsistent with support and interventions.	With prompting and support the student occasionally writes an informative or explanatory piece using strategies for researching a topic, note taking, and gathering relevant information (facts, details, quotes, ideas) that is presented in an organized and logical way.	The student consistently and independently writes an informative/ explanatory piece using strategies for researching a topic, note taking, and gathering relevant information (facts, details, quotes, ideas, little essays, stories, or how-to sections) that is presented in an organized and logical way.	The student consistently surpasses grade level expectations to write an informative or explanatory piece using strategies for researching a topic, note taking, and gathering relevant information (essays, explanations, stories, or procedural passages) that is presented in an organized and logical way demonstrating a high level of thinking, analysis of content, quality, and sentence complexity.
<i>Writes an introduction about a topic whereby facts, details and definitions are grouped together.</i>				
Marking Period	1	2	3	4
MP2	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of concepts and skills when writing an introduction for an informative/explanatory piece lacking a clear topic and general focus. Performance is inconsistent with support and interventions.	With prompting and support, the student occasionally introduces a clear topic to provide a general focus with group related information to entice the reader's interest and understanding of the subject of the piece.	The student consistently and independently introduces a clear topic to provide a general focus with group related subtopics to entice the reader's interest and understanding of the piece that is to be developed later.	The student consistently surpasses grade level expectations when introducing a clear topic to provide a general focus with group related subtopics to entice the reader's interest and understanding of the subject of the piece, demonstrating a high level of thinking, quality, and sentence complexity.
<i>Develops the topic with facts, definitions, concrete details, quotations, or other information/examples related to the topic.</i>				
Marking Period	1	2	3	4
MP2	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding in developing an informative/explanatory piece lacking in concrete details, facts, definitions,	With prompting and support, the student occasionally organizes the writing into a sequence of sections to include some facts, details, examples, dates, and quotes related to the topic.	The student consistently and independently organizes the writing into a logical sequence of sections to include headings, a variety of facts, details, examples, dates, and quotes to support the topic.	The student consistently surpasses grade level expectations by organizing the writing into a logical sequence of sections to include headings, a variety of facts, details, examples, dates, and quotes to support the topic demonstrating a high level

	and examples related to the topic. Performance is inconsistent with support and interventions.			of thinking, quality, analysis, and sentence complexity.
--	--	--	--	--

Uses linking words and phrases with precise language and domain specific vocabulary to explain the topic (e.g. also, another and more) to connect ideas within categories of texts.

Marking Period	1	2	3	4
MP2	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of the use of linking words, and precise, domain specific vocabulary to clearly connect ideas to the topic. Performance is inconsistent with support and interventions.	With prompting and support, the student occasionally links ideas within and across categories of the text using some transitional words, phrases, and clauses such as - <i>another, also, and for example</i> , to explain the topic.	The student consistently and independently links ideas within and across categories of the text using transitional words, phrases, domain specific vocabulary, and clauses such as - <i>as a result, because of this, the most important reason, for example, and consequently</i> to explain the topic.	The student consistently surpasses grade level expectations by independently linking ideas, comparing, contrasting, and implying relationships within and across categories of the text using transitional words, phrases, domain specific vocabulary, and clauses to explain the topic- such as <i>for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand</i> , demonstrating a high level of thinking, quality, and sentence complexity.

Provides closure on an informative/explanatory text.

Marking Period	1	2	3	4
MP2	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of providing a concluding statement or closure related to the information presented in the piece. Performance is inconsistent with support	With prompting and support, the student occasionally provides a concluding statement or closure section related to the topic information or explanation presented in the piece.	The student consistently and independently provides a concluding statement, summary statements, or closure section related to the topic information or explanation presented in the piece and may have offered a final thought or question for readers to consider.	The student consistently surpasses grade level expectations by independently providing summary statements or closure section related to the topic information or explanation presented offering a final insight or implication for the reader to consider demonstrating a high level of thinking,

	and interventions.			quality, analysis, and sentence complexity.
--	--------------------	--	--	---

Writing: Narrative

Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences.

Marking Period	1	2	3	4
MP1	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of developing a real or imaginative narrative writing piece to show characters' thoughts and feelings, setting, and plot, using descriptive details and well-structured event sequences. Performance is inconsistent with support and interventions.	With prompting and support, the student occasionally composes a real or imaginative narrative piece with some development of characters, a setting, plot, and details using a blend of some description, action, dialogue, and thinking.	The student independently and consistently composes a real or imaginative narrative piece with developed characters, a setting, and plot, using a blend of description, action, dialogue, and thinking. The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. The student slowed down the heart of the story by making less important parts shorter, and less detailed.	The student consistently surpasses grade level expectations by independently composing a real or imaginative narrative piece with developed and realistic characters, precise details, setting, action, dialogue, figurative language, and internal thinking that contribute to the deeper meaning of the story. The student demonstrates a high level of thinking, quality, analysis, and sentence complexity.
<i>Uses dialogue and descriptions of actions and thoughts.</i>				
Marking Period	1	2	3	4

MP1	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of the use of dialogue, description, and pacing to develop experiences, actions, and events of characters. Performance is inconsistent with support and interventions.	With prompting and support, the student occasionally uses dialogue, description, and pacing, to develop experiences and events, or show the interactions and feelings of characters in different situations.	The student consistently and independently uses dialogue, description and pacing, to develop experiences and events or show the interactions and feelings of characters in different situations.	The student consistently surpasses grade level expectations by independently using dialogue, details, description and pacing, to develop experiences and events or show the interactions and feelings of realistic characters in different situations that contribute to the deeper meaning of the story. The student demonstrates a high level of thinking, quality, analysis, and sentence complexity.
	<i>Uses a variety of transitional words (first, second, third) to signify order.</i>			
Marking Period	1	2	3	4
MP1	The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of the use of transitional words, phrases, or clauses to manage the sequence of story events and passage of time. Performance is inconsistent with support and interventions.	With prompting and support, the student occasionally shows the sequence of events with the use of transitional words, phrases, or clauses that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	The student consistently and independently shows the sequence of events with the use of transitional words, phrases, or clauses that mark time such as <i>just then, suddenly, meanwhile, at the same time, after a while, a little later, early that morning (flashback), three hours later (flash-forward)</i> .	The student consistently surpasses grade level expectations by independently using transitional words, phrases or clauses to connect what happened in the story to why it happened-such as <i>If he hadn't . . . he might not have . . . , because of . . . , although. . . , and little did she know that. . .</i> to manage the sequence of the narrative piece with a high level of thinking, quality, analysis, and sentence complexity.
<i>Provides closure on a narrative piece.</i>				
Marking Period	1	2	3	4

MP1	<p>The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal understanding of the use of a conclusion to a narrative writing piece. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the student occasionally uses an ending that connects to the beginning or middle of the story. The student uses action, dialogue, or a feeling to bring the story to a close.</p>	<p>The student consistently and independently uses an ending that connects to the main part of the story. The character says, does, or realizes something at the end that comes from what happens in the story. The student gives the reader a sense of closure.</p>	<p>The student consistently and independently surpasses grade level expectations. The student writes an ending that connects to what the story was really about. The writer gives readers a sense of closure by showing a new realization or insight or a change in a character or narrator. The student uses a high level of thinking, quality, analysis, and sentence complexity.</p>
------------	--	--	--	---

Writing Process and Publishing

Produces clear, coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Marking Period	1	2	3	4
ALL	<p>The student is not yet meeting grade level expectations for the standard. The student demonstrates a minimal understanding of writing a clear and understandable opinion piece. Performance is inconsistent with support and interventions.</p>	<p>With prompting and support, the student occasionally produces opinion writing that is clear and understandable to the reader. Student's writing and purpose reflect organization and development of the topic are appropriate to task and purpose, and use the writing process to develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>The student consistently and independently produces opinion writing that is clear and understandable to the reader. Student's writing and purpose reflect the organization and development of the topic are appropriate to task and purpose, and use the writing process to develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>The student consistently and independently surpasses grade level expectations. The student produces opinion writing that is clear and understandable to the reader. Student's writing and purpose reflects organization and development of the topic with a high level of thinking, quality, and use of the writing process.</p>

Develops and strengthens writing as needed by planning, revising, editing, rewriting or trying a new approach.

Marking Period	1	2	3	4
ALL	<p>The student is not yet meeting grade level expectations for the standard. The student demonstrates minimal</p>	<p>With prompting and support, the student occasionally uses graphic organizers for planning opinion writing. On</p>	<p>With limited support, uses graphic organizers for planning opinion writing. Demonstrates ability to revise by changing word</p>	<p>The student consistently and independently surpasses grade level expectations. Uses graphic organizers for planning</p>

	skill development in strengthening opinion writing by planning, revising, editing, and rewriting. Performance is inconsistent with support and interventions.	occasion the student demonstrates ability to revise by changing word choice and sentence structure to strengthen piece. On occasion the student recognizes and uses strategies to correct spelling, grammar, and punctuation errors.	choice and sentence structure to strengthen piece. Recognizes and uses strategies to correct spelling, grammar, and punctuation errors.	opinion writing. Demonstrates ability to revise by changing word choice and sentence structure to strengthen piece. Recognizes and uses strategies to correct spelling, grammar, and punctuation errors with a high level of thinking, quality, analysis, and sentence complexity.
--	---	--	---	--

Language

Demonstrates command of the conventions of standard English grammar and usage when writing (capitalization, punctuation, and spelling) or speaking.

Marking Period	1	2	3	4
ALL	The student understands and can demonstrate a command of the conventions of grammar and usage when writing or speaking with some prompting and teacher support.	The student can occasionally and independently demonstrate a command of the conventions of grammar and usage when writing or speaking.	The student can independently and consistently demonstrate a command of the conventions of grammar and usage when writing or speaking.	The student consistently and independently surpasses grade level expectations to demonstrate an insightful command of the conventions of grammar and usage when writing or speaking with a high level of thinking, and quality.

Uses knowledge of language and its conventions when writing, speaking, reading, or listening.

Marking Period	1	2	3	4
ALL	With some prompting and teacher support the student demonstrates an understanding of how language functions in different contexts and comprehends different writing styles and effects of language usage by various authors with some prompting and teacher support.	The student occasionally and independently demonstrates an understanding of how language functions in different contexts and comprehends different writing styles and effects of language usage by various authors.	The student independently and consistently demonstrates an understanding of how language functions in different contexts and comprehends different writing styles and effects of language usage by various authors.	The student consistently and independently surpasses grade level expectations to demonstrate an understanding of how language functions in different contexts and comprehends different writing styles and effects of language usage by various authors with a high level of thinking, writing, and speaking.

Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies (e.g. context, Greek and Latin roots, use of figurative language, word relationships).

Marking Period	1	2	3	4
ALL	With some prompting and teacher support the student demonstrates an understanding of determining the meaning of unknown and multi-meaning words, analyzing word parts, word relationships, figurative language, and academic domain-specific vocabulary.	The student occasionally and independently demonstrates an understanding of determining the meaning of unknown and multi-meaning words, analyzing word parts, word relationships, figurative language, and academic domain-specific vocabulary.	The student independently and consistently demonstrates an understanding of determining the meaning of unknown and multi-meaning words, analyzing word parts, word relationships, figurative language, and academic domain-specific vocabulary.	The student consistently and independently surpasses grade level expectations to demonstrate an understanding of determining the meaning of unknown and multi-meaning words, analyzing word parts, word relationships, figurative language, and academic domain-specific vocabulary with a high level of thinking, writing, and speaking.

Mathematics - Grade 5

Number and Operations in Base Ten

Understands the place value system from billions to hundredths.

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to understand place value concepts in the base ten numerations system.	Student sometimes able to understand place value concepts in the base ten numerations system.	Student accurately and consistently recognizes place value concepts in the base ten numeration system. Student accurately and consistently recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.

Performs operations with multi-digit whole numbers and with decimals to the hundredths.

Marking Period	1	2	3	4
----------------	---	---	---	---

ALL	Student is unable or rarely able to demonstrate understanding of performing operations with multi-digit whole numbers and decimals.	Student is sometimes able to demonstrate understanding of performing operations with multi-digit whole numbers and decimals.	Student consistently understands the concept of adding, subtracting, multiplying and dividing decimals to the hundredths. Student uses strategies based on places value and properties of operations. Student uses a pattern to identify the relationship between two quantities. Student determines the value of an unknown in a simple addition, subtraction, multiplication, or division equation.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
	<i>Fluently multiplies multi-digit whole numbers.</i>			
Marking Period	1	2	3	4
ALL	Student is unable or rarely able to multiply multi-digit whole numbers.	Student is sometimes able to multiply multi-digit whole numbers.	Student is able to consistently and accurately multiply multi-digit whole numbers.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
<i>Finds whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</i>				
Marking Period	1	2	3	4

ALL	Student is unable or rarely able to divide or model using place value, and the properties and operations of multiplication and division.	Student is sometimes able to divide or model using place value, and the properties and operations of multiplication and division.	Student is able to consistently and accurately find whole number quotients and remainders with up to four-digit dividends and two-digit divisors. Student is able to illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
<i>Adds and subtracts decimals to the hundredths using strategies based on place value.</i>				
Marking Period	1	2	3	4
ALL	Student is unable or rarely able to add and subtract decimals.	Student is sometimes able to add and subtract decimals.	Student accurately and consistently adds and subtracts decimals to the hundredths.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
<i>Multiplies and divides decimals to the hundredths using strategies based on place value.</i>				
Marking Period	1	2	3	4
ALL	Student is unable or rarely able to multiply and divide decimals to the hundredths.	Student is sometimes able to multiply and divide decimals to the hundredths.	Student accurately and consistently multiplies and divides decimals to the hundredths.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
Operations and Algebraic Thinking				
<i>Interprets and applies parenthesis, brackets, or braces in numerical expressions and evaluate expressions with these symbols.</i>				
Marking Period	1	2	3	4

MP3	Student is unable or rarely able to interpret and apply parenthesis, brackets, or braces in numerical expressions and evaluate expressions with these symbols.	Student is sometimes able to interpret and apply parenthesis, brackets, or braces in numerical expressions and evaluate expressions with these symbols.	Student is able to consistently and accurately interpret and apply parenthesis, brackets, or braces in numerical expressions and evaluate expressions with these symbols.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
<i>Analyzes patterns and relationships.</i>				
Marking Period	1	2	3	4
MP3	Student is unable or rarely able to analyze patterns and relationships.	Student is sometimes able to analyze patterns and relationships.	Student is able to consistently and accurately generate two numerical patterns using two given rules. Student can identify apparent relationships between corresponding terms. Student is able to generate terms in the resulting sequences.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
<i>Uses equivalent fractions as a strategy to add and subtract fractions.</i>				
Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to use equivalent fractions as a strategy to add and subtract fractions.	Student is sometimes able to use equivalent fractions as a strategy to add and subtract fractions.	Student is able to consistently and accurately use equivalent fractions as a strategy to add and subtract fractions.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
<i>Solves multi-operational real-world word problems involving addition and subtraction of fractions and mixed numbers.</i>				
Marking Period	1	2	3	4

MP2 & 3	Student is unable or rarely able to solve multi-operational real-world word problems involving addition and subtraction of fractions and mixed numbers.	Student is sometimes able to solve multi-operational real-world word problems involving addition and subtraction of fractions and mixed numbers.	Student is able to consistently and accurately solve multi-operational real-world word problems involving addition and subtraction of fractions and mixed numbers. Student is able to use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
<i>Applies and extends previous understandings of multiplication to multiply a fraction or a whole number by a fraction.</i>				
Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.	Student is sometimes able to apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.	Student is able to consistently and accurately apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction. Student can compare the size of a product to the size of each corresponding factor in order to assess reasonability.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
<i>Applies and extends previous understandings of division to divide a fraction or a whole number by a fraction.</i>				
Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to apply and extend previous understandings of division to divide a fraction or a whole number by a fraction.	Student is sometimes able to apply and extend previous understandings of division to divide a fraction or a whole number by a fraction.	Student is able to consistently and accurately apply and extend previous understandings of division to divide a fraction or a whole number by a fraction. Student can interpret division of a whole number by a unit fraction, and compute such quotients.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.

Solves real-world division word problems involving division of fractions and mixed numbers.

Marking Period	1	2	3	4
MP2 & 3	Student is unable or rarely able to solve real-world division word problems involving division of fractions and mixed numbers.	Student is sometimes able to solve real-world division word problems involving division of fractions and mixed numbers.	Student consistently and accurately solves real-world division word problems involving division of fractions and mixed numbers. Student can solve by using visual fraction models and equations to represent the problem.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.

Measurement and Data

Converts like measurement units within a given measurement system.

Marking Period	1	2	3	4
MP3	Student is unable or rarely able to convert like measurement units within a given measurement system.	Student sometimes converts like measurement units within a given measurement system.	Student consistently and accurately converts like measurements units within a given measurement system. Students can use these conversions in solving multi-step real-world problems.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.

Represents and interprets data through plots and graphs.

Marking Period	1	2	3	4
MP3	Student is unable or rarely able to represent and interpret data through plots and graphs.	Student sometimes understands how to represent and interpret data through plots and graphs.	Student consistently and accurately represents and interprets data through plots and graphs. Student can make a line plot to display a data set of measurements in fractions of a unit.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.

Geometric measurement: understands concepts of volume.

Marking Period	1	2	3	4
MP2 & 3	Student is rarely able or unable to understand concepts of volume.	Student is sometimes able to understand concepts of volume.	Student is consistently and accurately able to understand concepts of volume in cubic units. Student can relate volume to the operations of multiplication and addition in order to solve real-world problems.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
Geometry				
<i>Graphs points on the coordinate plane to solve real-world and mathematical problems.</i>				
Marking Period	1	2	3	4
MP3	Student rarely is able or is unable to graph points on the coordinate plane to solve real-world and mathematical problems.	Student is sometimes able to graph points on the coordinate plane to solve real-world and mathematical problems.	Student consistently and accurately graphs points on the coordinate plane to solve real-world and mathematical problems. Student is able to identify and work within the X and Y axes and multiple quadrants to represent real-world and mathematical problems.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
<i>Classifies two-dimensional figures into categories based on their properties.</i>				
Marking Period	1	2	3	4
MP3	Student is unable or rarely able to classify two-dimensional figures into categories based on their properties.	Student is sometimes able to classify two-dimensional figures into categories based on their properties.	Student consistently and accurately classifies two-dimensional figures into categories based on their properties. Students are able to understand the details of a category of two-dimensional figures may correspond and overlap with other categories.	Student consistently makes insightful connections to other concepts and independently challenges himself or herself.
Social Studies - Grade 5				

Understands and applies key vocabulary.

Marking Period	1	2	3	4
ALL	Student is rarely able or is unable to demonstrate understanding of key vocabulary and its usage.	Student is beginning to demonstrate and apply understanding of key vocabulary and its usage.	Student consistently demonstrates understanding and application of key vocabulary and its usage.	Student consistently makes insightful connections to key vocabulary independently challenges him/herself.

Demonstrates an understanding of content knowledge.

Marking Period	1	2	3	4
ALL	Student rarely is able or is unable to demonstrate understanding of facts and/or key concepts relating to the content knowledge	Student is beginning to demonstrate an understanding of facts and/or key concepts relating to the content knowledge.	Student consistently demonstrates an understanding of facts and key concepts relating to the content knowledge	Student consistently makes insightful connections to content knowledge.

Utilizes Social Studies skills to maximize understanding.

Marking Period	1	2	3	4
ALL	Student rarely is able or is unable to utilize Social Studies skills to maximize understanding	Student is beginning to utilize Social Studies skills to maximize understanding	Student consistently uses Social Studies skills to maximize understanding	Student consistently makes insightful connections to other ideas and concepts to independently challenge him/herself.

**Science - Grade 5
All Units**

Content: Demonstrates an understanding of content knowledge

Marking Period	1	2	3	4
----------------	---	---	---	---

ALL	The student is able to recognize and describe the core ideas.	The student is able to summarize core ideas, and apply that knowledge to accurately explain observed phenomenon.	The student is able to use core ideas to accurately explain natural phenomenon, and can make reasonable predictions about future events based upon this knowledge.	The student is able to make connections between different core ideas to create or evaluate solutions to real world problems, or uses the connections between core ideas to justify a new hypothesis.
<i>Science/Engineering Notebook: Creates a well organized, complete and accurate Science and Engineering Notebook with illustrations</i>				
Marking Period	1	2	3	4
ALL	The student is not yet able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student is able to occasionally write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student consistently is able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student can independently write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.
<i>Design Process: Participates and engages in the presentation, reflection and collaboration components of the Design Process</i>				
Marking Period	1	2	3	4
ALL	The student is not yet able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is able to occasionally present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is consistently able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student can independently present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.
<i>Performance Expectations: Satisfies performance expectations for the Design Challenge</i>				
Marking Period	1	2	3	4
ALL	Students have designed a solution that did not follow any of the criteria and constraints of the design challenge.	Students have designed a solution that did not follow one or more of the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all the criteria and constraints of the design challenge, and considers real world applications.
Special Areas - Grade 5				
Art - Grade 5				

Identifies and demonstrates an understanding of skills and concepts, including the Elements of Art, to complete two and three dimensional works of art.

Marking Period	1	2	3	4
ALL	<p>Student rarely demonstrates an understanding of the elements of art, the principles of design, and not able to identify and apply art vocabulary correctly. Student is unable to differentiate the differences between various art techniques. Student is unable to create 2 and 3-dimensional works of art using a wide array of art media appropriate to the production of art. Student does not demonstrate creative expression of ideas.</p>	<p>Student is developing an understanding of the elements of art, the principles of design, and is beginning to identify and apply art vocabulary correctly. Student is beginning to differentiate the differences between various art techniques. Student is developing the skills to create 2 and 3-dimensional works of art using a wide array of art media appropriate to the production of art. Student is beginning to demonstrate creative expression of ideas.</p>	<p>Student demonstrates an understanding of the elements of art, the principles of design, identifies and applies art vocabulary correctly. Student understands and differentiates the differences between various art techniques. Student is able to create 2 and 3-dimensional works of art using a wide array of art media appropriate to the production of art. Student demonstrates creative expression of ideas.</p>	<p>Student consistently demonstrates an understanding of the elements of art, the principles of design, identifies and applies art vocabulary correctly. Student consistently understands and differentiates the differences between various art techniques. Student consistently creates 2 and 3-dimensional works of art using a wide array of art media appropriate to the production of art. Student consistently demonstrates creative expression of ideas.</p>

Uses evaluation tools to assess art.

Marking Period	1	2	3	4
ALL	<p>Student rarely uses evaluative tools such as rubrics for self-assessment. Student rarely uses visual art terminology to evaluate selected artwork.</p>	<p>a) Student is beginning to use evaluative tools such as rubrics for self-assessment. b) Student is able to use visual art terminology to evaluate selected artwork.</p>	<p>a) Student is able to use evaluative tools such as rubrics for self-assessment. b) Student is able to use visual art terminology to evaluate selected artwork.</p>	<p>a) Student is consistently able to use evaluative tools such as rubrics for self-assessment. b) Student is consistently able to use visual art terminology to evaluate selected artwork.</p>

Responds to artwork based on personal, cultural and historical points of view.

Marking Period	1	2	3	4
----------------	---	---	---	---

ALL	<p>a) Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</p> <p>b) Student is rarely able to compare and contrast culturally and historically diverse works of art.</p> <p>c) Student rarely identifies and distinguishes between basic characteristics of artists and movements.</p>	<p>a) Student sometimes creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</p> <p>b) Student is beginning to compare and contrast culturally and historically diverse works of art.</p> <p>c) Student is beginning to identify and distinguish between basic characteristics of artists and movements.</p>	<p>a) Student creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</p> <p>b) Student is able to compare and contrast culturally and historically diverse works of art.</p> <p>c) Student identifies and distinguishes between basic characteristics of artists and movements.</p>	<p>a) Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</p> <p>b) Student is consistently able to compare and contrast culturally and historically diverse works of art.</p> <p>c) Student consistently identifies and distinguishes between basic characteristics of artists and movements.</p>
------------	--	--	---	--

Participates with effort, cooperates, and follows directions.

Marking Period	1	2	3	4
ALL	Student rarely listens in class, focuses on a given task and respects rules, routines and procedures.	Student sometimes listens in class, focuses on a given task and respects rules, routines and procedures.	Student listens in class, focuses on a given task and respects rules, routines and procedures.	Student consistently listens in class, focuses on a given task and respects rules, routines and procedures.

Music - Grade 5

Demonstrates and understands skills and concepts.

Marking Period	1	2	3	4
ALL	<p>Student needs support in the following areas:</p> <ul style="list-style-type: none"> ● Student is unable to read and identify whole, half, dotted half, quarter, paired eighth, sixteenth notes and corresponding rests. ● Student is unable to read notes on the treble clef staff. 	<p>Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is beginning to read and identify whole, half, dotted half, quarter, paired eighth, sixteenth notes and corresponding rests. ● Student is beginning to read notes on the treble clef staff. 	<p>Student meets standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is able to read and identify whole, half, dotted half, quarter, paired eighth, sixteenth notes and corresponding rests. ● Student is able to read notes on the treble clef staff. 	<p>Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is consistently able to read and identify whole, half, dotted half, quarter, paired eighth, sixteenth notes and corresponding rests. ● Student is consistently able to read notes on the treble clef staff.

Demonstrates an understanding of music reading and notation.

Marking Period	1	2	3	4
ALL	<p>Student needs support in the following areas:</p> <ul style="list-style-type: none"> Student is unable to read and identify whole, half, dotted half, quarter, paired eighth, sixteenth notes and corresponding rests. Student is unable to read notes on the treble clef staff. 	<p>Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> Student is beginning to read and identify whole, half, dotted half, quarter, paired eighth, sixteenth notes and corresponding rests. Student is beginning to read notes on the treble clef staff. 	<p>Student meets standards in the following areas:</p> <ul style="list-style-type: none"> Student is able to read and identify whole, half, dotted half, quarter, paired eighth, sixteenth notes and corresponding rests. Student is able to read notes on the treble clef staff. 	<p>Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> Student is consistently able to read and identify whole, half, dotted half, quarter, paired eighth, sixteenth notes and corresponding rests. Student is consistently able to read notes on the treble clef staff.

Participates with effort, cooperates, and follows directions.

Marking Period	1	2	3	4
ALL	<p>Student rarely listens in class and does not respect routines, procedures, nor focuses on a given task.</p>	<p>Student sometimes listens in class, respects rules, routines, procedures and focuses on a given task.</p>	<p>Student listens in class, respects rules, routines, procedures and focuses on a given task.</p>	<p>Student consistently listens in class, respects rules, routines, procedures and focuses on a given task.</p>

World Language - Grade 5

Exchange information using words, phrases and short sentences practiced in class. (Communication)

Marking Period	1	2	3	4
ALL	<p>Student rarely demonstrates understanding of key vocabulary and its usage.</p>	<p>Student is beginning to demonstrate understanding of key vocabulary and its usage.</p>	<p>Student demonstrates a general understanding of key vocabulary and its usage.</p>	<p>Student consistently demonstrates understanding of key vocabulary and its usage.</p>

Demonstrates an understanding of the practices and perspectives of the culture (Culture).

Marking Period	1	2	3	4
----------------	---	---	---	---

ALL	Student rarely demonstrates understanding of facts and key concepts relating to the culture of Spanish-speaking countries.	Student is beginning to demonstrate an understanding of facts and key concepts relating to the culture of Spanish-speaking countries.	Student demonstrates a general understanding of facts and key concepts relating to the culture of Spanish-speaking countries.	Student consistently demonstrates an understanding of facts and key concepts relating to the culture of Spanish-speaking countries.
<i>Participates with effort, cooperates, and follows directions.</i>				
Marking Period	1	2	3	4
ALL	Student rarely listens in class or focuses on a given task and does not respect rules, routines, and procedures.	Student sometimes listens in class and focuses on a given task. Student sometimes respect rules, routines, and procedures.	Student generally listens in class and focuses on a given task. Student generally respects rules, routines, and procedures.	Student consistently listens in class and focuses on a given task. Student consistently respects rules, routines, and procedures.
Physical Education - Grade 5				
<i>Participates and engages in moderate to vigorous age-appropriate activities.</i>				
Marking Period	1	2	3	4
ALL	Rarely participates in activities and is not able to engage in moderate to vigorous physical activity. Lacks effort and/or motivation.	Occasionally participates in activities and engages in moderate to vigorous activities. Lacks motivation. Comes to class unprepared at times.	Frequently participates in activities and engages in moderate to vigorous activities. Is prepared for class most of the time.	Consistently participates with enthusiasm and engages in moderate to vigorous activity. Is able to work independently with little or no supervision.
<i>Demonstrates understanding of concepts and skills.</i>				
Marking Period	1	2	3	4
ALL	Struggles perform safe, efficient, and effective movements during skill practice and in applied activity settings	Occasionally able to perform some motor skills and concepts with occasional redirection needed.	Frequently demonstrates proficiency in most fine and gross motor skills and concepts.	Consistently demonstrates above-level proficiency in all concepts and skills presented in class.
<i>Demonstrates control when moving in relation to others, objects, and boundaries in personal and general space.</i>				
Marking Period	1	2	3	4

ALL	Rarely demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space insuring the safety of self and others.	Occasionally demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space insuring the safety of self and others.	Frequently demonstrates control when moving in and around other, objects and within the boundaries in both personal and general space insuring the safety of self and others.	Consistently demonstrates control when moving in and around others, objects and within the boundaries in both personal and general space insuring the safety of self and others.
------------	--	--	---	--

Demonstrate good sportsmanship and appropriate behavior as both a player and an observer.

Marking Period	1	2	3	4
ALL	Rarely displays good sportsmanship, and/or needs frequent reminders on appropriate behavior in class	Occasionally displays good sportsmanship, and/or needs some reminders on appropriate behavior during class	Frequently displays good sportsmanship and appropriate behavior during class.	Consistently displays good sportsmanship and is able to explain why it is important. Demonstrates positive behavior, and always follows safety rules.

Media and Technology - Grade 5

Follows basic rules of the library/technology setting.

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.

Utilizes technology to access online database resources.

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.

Creates a project using presentation software which will include text, graphics, symbols, and pictures.

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.

Utilizes technology to gain an understanding of plagiarism and Internet safety.

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark.	Demonstrates understanding of concepts and skills.	Independently and consistently uses skills.

Enters information using non-fiction facts into spreadsheet software. (3rd trimester)

Marking Period	1	2	3	4
3	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.