

## 5th Grade Report Card Rubric

As per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.
- 3 - The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.
- 2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 - The students is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.
- NA - Not assessed
- M - The standards for the area indicated have been modified.

Performance in special subject areas (Physical Education and Health, World Language, Art, and Music) will be reported accordingly:

O - Outstanding      S+ - Very Good      S - Satisfactory      N - Needs Improvement

## 5th Grade Report Card Rubric

### Reading Literature and Informational Text

AREA OF ASSESSMENT: Summarizes text including key elements and supporting details to draw inferences

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> summarize <u>benchmark texts</u> read in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can <b>consistently and independently</b> summarize <u>above benchmark texts</u> read in an organized and sequential manner including key elements and supporting details in order to draw inferences.	
3	Student can <b>consistently</b> summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	Student can <b>consistently</b> summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	
2	<b>With prompting and support</b> , student can <b>attempt</b> to summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	<b>With prompting and support</b> , student can summarize <u>benchmark texts read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences.	
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> summarizing <u>at/below benchmark texts, read</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences. <b>Explanations may include minor errors and/or misconceptions.</b>	<b>With consistent prompting and support</b> , student <b>has difficulty</b> summarizing <u>at/or below benchmark texts, reading</u> in an organized and sequential manner including key elements and supporting details in order to draw inferences. <b>Explanations may include minor errors and/or misconceptions.</b>	

AREA OF ASSESSMENT: Applies various strategies to comprehend, compare, and contrast two or more nonfiction texts

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> apply various strategies to comprehend, compare, and contrast <b>two or more</b> <u>benchmark</u> nonfiction texts read.	Student can <b>consistently and independently</b> apply various strategies to comprehend, compare, and contrast <b>multiple</b> <u>above benchmark</u> nonfiction texts read.	
3	Student can <b>consistently</b> apply various strategies to comprehend, compare, and contrast <b>two or more</b> <u>benchmark</u> nonfiction texts <u>read</u> .	Student can <b>consistently</b> apply various strategies to comprehend, compare, and contrast <b>two or more</b> <u>benchmark</u> nonfiction texts <u>read</u> .	
2	<b>With prompting and support</b> , student can apply <b>some</b> strategies to comprehend, compare, and contrast <b>two</b> <u>at/below benchmark</u> nonfiction texts <u>read/read aloud</u> .	<b>With prompting and support</b> , student can apply various strategies to comprehend, compare, and contrast <b>two or more</b> <u>benchmark</u> nonfiction texts <u>read</u> .	
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> applying <b>some</b> strategies to comprehend, compare, and contrast <b>two</b> <u>at/below benchmark</u> nonfiction texts <u>read</u> . Explanations may include significant errors and/or misconceptions.	<b>With consistent prompting and support</b> , student <b>has difficulty</b> applying strategies to comprehend, compare, and contrast <b>two or more</b> <u>at/below benchmark</u> nonfiction texts <u>read</u> . Explanations may include significant errors and/or misconceptions.	

## 5th Grade Report Card Rubric

### Reading Literature and Informational Text

AREA OF ASSESSMENT: Analyzes characters, themes, settings, and events, citing specific evidence in text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> analyze characters, themes, settings, and events of <b>two</b> <u>benchmark texts read</u> , citing specific evidence.	Student can <b>consistently and independently</b> analyze characters, themes, settings, and events of <b>two or more</b> <u>benchmark texts read</u> , citing specific evidence.	Student can <b>consistently and independently</b> analyze characters, themes, settings, and events of <b>several</b> <u>above benchmark texts read</u> , citing specific evidence.
3	Student can <b>consistently</b> analyze characters, themes, settings, and events of <b>two</b> <u>benchmark texts read</u> , citing <b>some</b> specific evidence.	Student can <b>consistently</b> analyze characters, themes, settings, and events of <b>several</b> <u>benchmark texts read</u> , citing specific evidence.	
2	<b>With prompting and support</b> , student can analyze characters, themes, settings, and events of <b>two</b> <u>at/ below benchmark texts read</u> , citing <u>some</u> evidence.	<b>With prompting and support</b> , student can analyze characters, themes, settings, and events of <b>two or more</b> <u>benchmark texts read</u> , citing <b>some</b> specific evidence.	
1	<b>With consistent prompting and support</b> , student has <b>difficulty</b> analyzing characters, themes, settings, and events of <b>two</b> <u>at/below benchmark texts read</u> , citing <u>some</u> evidence. Explanations may include significant errors and/or misconceptions.	<b>With consistent prompting and support</b> , student has <b>difficulty</b> analyzing themes, settings, and events of <b>two or more</b> <u>at/below benchmark texts read</u> , citing <b>some</b> specific evidence. Explanations may include significant errors and/or misconceptions.	

AREA OF ASSESSMENT: Describes how points of view influence how events are described, citing specific evidence in text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> describe how a narrator's or speaker's point of view influences the description of events with <u>above benchmark texts read</u> , citing specific and <u>effective</u> evidence.	Student can <b>consistently and independently</b> describe how a narrator's or speaker's point of view influences the description of events with <u>above benchmark texts read</u> , citing specific and <u>compelling</u> evidence.	
3	Student can <b>consistently</b> describe how a narrator's or speaker's point of view influences the description of events with <u>benchmark texts read/read</u> , citing <u>some</u> specific evidence.	Student can <b>consistently</b> describe how a narrator's or speaker's point of view influences the description of events with <u>benchmark texts read</u> , citing specific and <u>effective</u> evidence.	
2	<b>With prompting and support</b> , student can describe how a narrator's or speaker's point of view influences the description of events with <u>at/below benchmark texts read</u> , citing <u>some</u> evidence.	<b>With prompting and support</b> , student can describe how a narrator's or speaker's point of view influences the description of events with <u>benchmark texts read</u> , citing <u>some specific</u> evidence.	
1	<b>With consistent prompting and support</b> , student has <b>difficulty</b> describing how a narrator's or speaker's point of view influences the description of events with <u>at/below benchmark texts read</u> , citing <u>some</u> evidence. Explanations may include significant errors and/or misconceptions.	<b>With consistent prompting and support</b> , student has <b>difficulty</b> describing how a narrator's or speaker's point of view influences the description of events with <u>at/below benchmark texts read</u> , citing <u>some specific</u> evidence. Explanations may include significant errors and/or misconceptions.	

## 5th Grade Report Card Rubric

### Foundational Skills: Fluency

AREA OF ASSESSMENT: Reads fluently to support comprehension of benchmark text

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently</b> read for purpose and understanding at an <b>accelerated</b> rate with accuracy, fluency, and expression to support comprehension <u>above benchmark</u> . Student can use context and rereading to self-correct for word recognition and understanding.		
3	Student can <b>consistently</b> read for purpose and understanding at an <b>appropriate</b> rate with accuracy, fluency, and expression to support comprehension while <u>meeting trimester benchmarks</u> . Student can use context and rereading to self-correct for word recognition and understanding.		
2	Student can read <u>benchmark texts</u> at a rate that <b>hinders</b> their ability to demonstrate comprehension. <b>With prompting and support</b> , student can use context and rereading to correct for word recognition and understanding.		
1	Student can read <u>below benchmark texts</u> at a rate that <b>hinders</b> their ability to demonstrate comprehension. <b>With consistent prompting and support</b> , student <b>has difficulty</b> using context and rereading to correct for word recognition and understanding.		

## 5th Grade Report Card Rubric

### Language and Writing

AREA OF ASSESSMENT: Writes grade levels pieces across the curriculum (narrative, opinion, and informational)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and use student voice to convey the emotion or tone of the writing piece through description, phrases, dialogue, and thoughts to develop experiences. (narrative and informational)	Student can <b>consistently and independently</b> write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and accurately support facts and details by citing outside sources, when applicable, and/or quote directly from the text. (narrative, informational, and opinion)	Student can <b>consistently and independently</b> write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and accurately use precise language and domain specific vocabulary to inform about a topic. (narrative, informational, and opinion)
3	Student can <b>consistently</b> write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and use student voice to convey the emotion or tone of the writing piece through description, phrases, dialogue, and thoughts to develop experiences. (narrative and informational)	Student can <b>consistently</b> write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and accurately support facts and details by citing outside sources, when applicable, and/or quoting directly from the text. (narrative, informational, and opinion)	Student can <b>consistently</b> write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and accurately use precise language and domain specific vocabulary to inform about a topic. (narrative, informational, and opinion)
2	<b>With prompting and support</b> , student can write an engaging lead/ conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and use student voice convey the emotion or tone of the writing piece through description, phrases, dialogue and thoughts to develop experiences. (narrative and informational)	<b>With teacher support and prompting</b> , student can write an engaging lead/conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and accurately support facts and details by citing outside sources, when applicable, and/or quoting directly from the text. (narrative, informational, and opinion)	<b>With teacher support and prompting</b> , student can write an engaging lead/ conclusion, provide key details in a logical sequence, accurately paragraph, use transition words to manage sequence of events, and use precise language and domain specific vocabulary to inform about a topic. (narrative, informational, and opinion)
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> writing an engaging lead/conclusion, providing key details in a logical sequence, accurately paragraphing, using transition words to manage sequence of events, and using student voice to convey the emotion or tone of the writing piece through description, phrases, dialogue and thoughts to develop experiences. (narrative and informational)	<b>With consistent prompting and support</b> , student <b>has difficulty</b> writing an engaging lead/ conclusion, providing key details in a logical sequence, accurately paragraphing, using transition words to manage sequence of events, and accurately supporting facts and details by citing outside sources, when applicable, and/or quoting directly from the text. (narrative, informational, and opinion)	<b>With consistent prompting and support</b> , student <b>has difficulty</b> writing an engaging lead/ conclusion, providing key details in a logical sequence, accurately paragraphing, using transition words to manage sequence of events, and using precise language and domain specific vocabulary to inform about a topic. (narrative, informational, and opinion)

## 5th Grade Report Card Rubric

### Language and Writing

AREA OF ASSESSMENT: Draws evidence from text to support analysis, reflection, and research

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from texts; provide logically ordered evidence from appropriate texts to support analysis, reflection, and research.	Student can <b>consistently and independently</b> identify evidence in texts that fits the task, purpose, or audience; justify analysis, reflection, or research with evidence from texts; determine what sources are appropriate to support analysis, reflection, and research; evaluate and provide logically ordered evidence from appropriate texts to support analysis, reflection, and research.	
3	Student can <b>consistently</b> determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from the text; provide logically ordered reasons that are supported by facts and details from text.	Student can <b>consistently</b> determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from texts; provide logically ordered evidence from appropriate texts to support analysis, reflection, and research.	
2	<b>With prompting and support</b> , student can <b>attempt</b> to determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from the text; provide <b>minimal</b> logically ordered reasons that are supported by facts and details from text.	<b>With prompting and support</b> , student can determine the task, purpose, and audience; what evidence is relevant; how to compile evidence from the text; provide <b>some</b> logically ordered reasons that are supported by facts and details from text.	
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> determining the task, purpose, and audience; what evidence is relevant; and how to compile evidence from the text; providing <b>minimal</b> logically ordered reasons that are supported by facts and details from text.	<b>With consistent prompting and support</b> , student <b>has difficulty</b> determining the task, purpose, and audience; what evidence is relevant; and how to compile evidence from the text; providing <b>minimal</b> logically ordered reasons that are supported by facts and details from text. Explanations may include minor errors and/or misconceptions.	

AREA OF ASSESSMENT: Produces research-based projects that use several sources across content areas

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> produce research-based projects that use several <u>high quality</u> sources across content areas, building knowledge through investigation of different perspectives of a topic.	Student can <b>consistently and independently</b> produce research-based projects that use several <u>high quality</u> sources across content areas, providing evidence of summarizing, paraphrasing of notes, and a list of sources.	
3	Student can <b>consistently</b> produce research-based projects that use several sources across content areas, building knowledge through investigation of different perspectives of a topic.	Student can <b>consistently</b> produce research-based projects that use several sources across content areas, providing evidence of summarizing, paraphrasing of notes, and a list of sources.	
2	<b>With prompting and support</b> , student can <b>attempt</b> to produce research-based projects that use several sources across content areas, building knowledge through investigation of different perspectives of a topic.	<b>With prompting and support</b> , student can produce research-based projects that use several sources across content areas, providing evidence of summarizing, paraphrasing of notes, and a list of sources.	
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> producing research-based projects that use several sources across content areas, building knowledge through investigation of different perspectives of a topic.	<b>With prompting and support</b> , student <b>has difficulty</b> producing research-based projects that use several sources across content areas, building knowledge through investigation of different perspectives of a topic. Examples may include minor errors and/or misconceptions.	

## 5th Grade Report Card Rubric

### Conventions of Standard English

AREA OF ASSESSMENT: Demonstrates command of capitalization, punctuation, grammar, and spelling

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> use punctuation to separate items in a series and commas to separate an introductory element from the rest of the sentence; use underlining, quotation marks, or italics to indicate titles of works; <u>exceeds grade appropriate</u> spelling skills, consulting references as needed.	Student can <b>consistently and independently</b> use <u>all appropriate</u> forms of punctuation, underlining, quotation marks, and italics; demonstrate an understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense; exceeds grade appropriate spelling skills, consulting references as needed.	Student can <b>consistently and independently</b> use all appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrate an understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tenses; exceeds grade appropriate spelling skills, consulting references as needed; <u>recognize and correct inappropriate shifts in verb tense and use correlative conjunctions.</u>
3	Student can <b>consistently</b> use punctuation to separate items in a series and commas to separate an introductory element from the rest of the sentence; use underlining, quotation marks, or italics to indicate titles of works; apply grade appropriate spelling skills.	Student can <b>consistently</b> use <u>all appropriate</u> forms of punctuation, underlining, quotation marks, and italics; demonstrate an understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense; apply grade appropriate spelling skills.	Student can <b>consistently</b> use all appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrate an understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense; apply grade appropriate spelling skills, consulting references as needed; <u>recognize and correct inappropriate shifts in verb tense and use correlative conjunctions.</u>
2	<b>With prompting and support</b> , student can <b>attempt</b> to use punctuation to separate items in a series and commas to separate an introductory element from the rest of the sentence; use underlining, quotation marks, or italics to indicate titles of works; apply grade appropriate spelling skills. Examples may include minor errors and/or misconceptions.	<b>With prompting and support</b> , student can <b>attempt</b> to use appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrate a <b>basic</b> understanding of the function of conjunctions, prepositions, interjections, and the perfect verb tense; apply grade appropriate spelling skills. Examples may include minor errors and/or misconceptions.	<b>With prompting and support</b> , student can <b>attempt</b> to use appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrate a <b>basic</b> understanding of the function of conjunctions, prepositions, and interjections, and the perfect verb tense; apply grade appropriate spelling skills; <u>recognize and correct inappropriate shifts in verb tense, and use correlative conjunctions.</u> Examples may include minor errors and/or misconceptions.
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> using punctuation to separate items in a series and commas to separate an introductory element from the rest of the sentence; using underlining, quotation marks, or italics to indicate titles of works; or in applying grade appropriate spelling skills.	<b>With consistent prompting and support</b> , student <b>has difficulty</b> using appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrating a <b>basic</b> understanding of the function of conjunctions, prepositions, and interjections, and the perfect verb tense; and in applying grade appropriate spelling skills.	<b>With consistent prompting and support</b> , student <b>has difficulty</b> using appropriate forms of punctuation, underlining, quotation marks, and italics; demonstrating a <b>basic</b> understanding of the function of conjunctions, prepositions, and interjections, and the perfect verb tense; applying grade appropriate spelling skills; <u>recognizing and correcting inappropriate shifts in verb tense, and using correlative conjunctions.</u>

## 5th Grade Report Card Rubric

### Speaking and Listening

AREA OF ASSESSMENT: Engages in collaborative conversations, expresses ideas, and builds on the ideas of others

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> engage and extend group discussions with diverse partners; stays on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion; acknowledge new information provided by others and incorporates it into his/her own thinking, as appropriate.		Student can <b>consistently and independently</b> engage and extend group discussions with diverse partners; stays on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion; acknowledge new information provided by others and incorporates it into his/her own thinking, as appropriate; <u>evaluate and integrate information presented in diverse media.</u>
3	Student can <b>consistently</b> engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion.		Student can <b>consistently</b> engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extends his/her ideas and understanding in light of the discussion; <u>evaluate and integrate information presented in diverse media.</u>
2	Student can <b>occasionally</b> engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extend his/her ideas and understanding in light of the discussion.		Student can <b>occasionally</b> engage in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extend his/her ideas and understanding in light of the discussion; <u>evaluate and integrate information presented in diverse media.</u>
1	With prompting and support, student <b>can rarely engage</b> in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extend his/her ideas and understanding in light of the discussion.		With prompting and support, student <b>can rarely engage</b> in group discussions with diverse partners; stay on topic by linking his/her own additions to the conversation with the previous remarks of others; ask for clarification and further explanation, as needed; extend his/her ideas and understanding in light of the discussion; <u>evaluate and integrate information presented in diverse media.</u>

## 5th Grade Report Card Rubric

### Operations and Algebraic Thinking

AREA OF ASSESSMENT: Writes and interprets\* numerical expressions (\* Example:  $3 \times (6 + 23)$  is 3 times as large as  $6 + 23$ )

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <b>consistently and independently</b> use grouping symbols and the four operations to <b>write</b> numerical expressions accurately and <b>interprets</b> given numerical expressions without evaluating them.
3			Student can <b>consistently</b> use grouping symbols and the four operations to <b>write</b> numerical expressions accurately and <b>interprets</b> given numerical expressions without evaluating.
2			<b>With prompting and support</b> , student can use grouping symbols and the four operations to <b>write</b> numerical expressions accurately and <b>interprets</b> given numerical expressions without evaluating them.
1			<b>With consistent prompting and support</b> , student <b>has difficulty</b> using grouping symbols and the four operations to <b>write</b> numerical expressions accurately, and in <b>interpreting</b> given numerical expressions without evaluating them.

AREA OF ASSESSMENT: Evaluates numerical expressions

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <b>consistently and independently</b> use grouping symbols and the four operations to <b>evaluate</b> numerical expressions accurately and <b>interprets</b> given numerical expressions.
3			Student can <b>consistently</b> use grouping symbols and the four operations to interpret and <b>evaluate</b> numerical expressions accurately.
2			<b>With prompting and support</b> , student can use grouping symbols and the four operations to <b>evaluate</b> numerical expressions accurately.
1			<b>With consistent prompting and support</b> , student <b>has difficulty</b> using grouping symbols and the four operations to <b>evaluate</b> numerical expressions accurately.

AREA OF ASSESSMENT: Analyzes patterns and relationships

Ex: Given the rules “Add 3” starting at 0 and “Add 6” starting at 0, generate the terms in the two sequences and observe that the terms in the second sequence are twice the corresponding terms in the first sequence, and explain why.

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <b>consistently and independently</b> analyze patterns and relationships.
3			Student can <b>consistently</b> analyze patterns and relationships.
2			<b>With prompting and support</b> , student can analyze patterns and relationships.
1			<b>With consistent prompting and support</b> , student <b>has difficulty</b> analyzing patterns and relationships.

## 5th Grade Report Card Rubric

### Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Understands place value system involving whole numbers and decimals

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> recognize a digit in one place represents ten times what it represents in the place to the right and 1/10 of what it represents in the place to the left; explain patterns in the number of zeros in multiplying by <b>powers of 10</b> ; read, write, and compare decimals to <b>thousandths</b> ; and <b>round decimals</b> to any place.		
3	Student can <b>consistently</b> recognize a digit in one place represents ten times what it represents in the place to the right and 1/10 of what it represents in the place to the left; explain patterns in the number of zeros in multiplying by <b>powers of 10</b> ; read, write, and compare decimals to <b>thousandths</b> ; and <b>round decimals</b> to any place.		
2	<b>With prompting and support</b> , student can recognize a digit in one place represents ten times what it represents in the place to the right and 1/10 of what it represents in the place to the left; explain patterns in the number of zeros in multiplying by <b>powers of 10</b> ; read, write, and compare decimals to <b>thousandths</b> ; and <b>round decimals</b> to any place.		
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> demonstrating understanding of the place value system of whole numbers and decimals.		

AREA OF ASSESSMENT: Performs operations with multi-digit whole numbers and with decimals to hundredths

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> multiply multi-digit whole numbers using the <b>standard algorithm with fluency</b> ; find whole-number quotients of whole numbers with up to <b>four-digit dividends and two-digit divisors</b> , using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Student can <b>consistently and independently</b> multiply multi-digit whole numbers using the <b>standard algorithm with fluency</b> ; find whole # quotients of whole numbers with up to <b>four-digit dividends and two-digit divisors</b> , 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; and add, subtract, multiply, and <b>divide decimals to hundredths</b> , using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relating the strategy to a written method and explain the reasoning used.	
3	Student can <b>consistently</b> multiply multi-digit whole numbers using the <b>standard algorithm with fluency</b>	Student can <b>consistently</b> multiply multi-digit whole #'s using the <b>standard algorithm with fluency</b> ; find whole # quotients of whole #'s with up to <b>four-digit dividends and two-digit divisors</b> , 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; and add, subtract, multiply, and <b>divide decimals to hundredths</b> , using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relating the strategy to a written method and explain the reasoning used.	
2	<b>With prompting and support</b> , student can multiply multi-digit whole numbers using the <b>standard algorithm with fluency</b> ; find whole-number quotients of whole numbers with up to <b>four-digit dividends and two-digit divisors</b> , using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and add, subtract, multiply.	<b>With prompting and support</b> , student can multiply multi-digit whole numbers using the <b>standard algorithm with fluency</b> ; find whole-number quotients of whole numbers with up to <b>4-digit dividends and two-digit divisors</b> , 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; and add, subtract, multiply, and <b>divide decimals to hundredths</b> , using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relating the strategy to a written method and explain the reasoning used.	
1	<b>With consistent prompting &amp; support</b> , student <b>has difficulty</b> multiplying multi-digit whole #'s using the <b>standard algorithm with fluency</b> ; using strategies to find whole-number quotients of whole #'s with up to <b>4-digit dividends and 2-digit divisors</b> ; and illustrating and explaining the calculation.		

### Numbers and Operations - Fractions

## 5th Grade Report Card Rubric

**AREA OF ASSESSMENT:** Uses equivalent fractions as a strategy to add and subtract fractions

*Examples: \*  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$*

*\*\* Recognize  $2/5 + 1/2 = 3/7$  is incorrect by observing that  $3/7 < 1/2$*

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can <b>consistently and independently</b> add and subtract fractions with <b>unlike denominators</b> (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators*; and solve <b>word problems</b> involving addition and subtraction of fractions, including cases of <b>unlike denominators</b> , by using visual fraction models or equations to represent the problem; and use benchmark fractions and number sense of fractions to <b>estimate</b> mentally and <b>assess the reasonableness of answers**</b> .	
3		Student can <b>consistently</b> add and subtract fractions with <b>unlike denominators</b> (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators*; and solve <b>word problems</b> involving addition and subtraction of fractions, including cases of <b>unlike denominators</b> , by using visual fraction models or equations to represent the problem; and use benchmark fractions and number sense of fractions to <b>estimate</b> mentally and <b>assess the reasonableness of answers**</b> .	
2		<b>With prompting and support</b> , student can add and subtract fractions with <b>unlike denominators</b> (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators*; and solve <b>word problems</b> involving addition and subtraction of fractions, including cases of <b>unlike denominators</b> , by using visual fraction models or equations to represent the problem; and use benchmark fractions and number sense of fractions to <b>estimate</b> mentally and <b>assess the reasonableness of answers**</b> .	
1		<b>With consistent prompting and support</b> , student <b>has difficulty</b> using equivalent fractions as a strategy to add and subtract fractions.	

## 5th Grade Report Card Rubric

### Numbers and Operations - Fractions

AREA OF ASSESSMENT: Applies and extends previous understandings of multiplication and division to multiply and divide fractions

Examples:  $3/4$  is  $3 \div 4$ ,  $3/4 \times 4 = 3$ , 3 wholes shared equally among 4 means each person has  $3/4$ , and If 9 people share a 50 pounds equally, how many pounds should each person get? Between what two whole numbers does the answer lie? Use a model to show  $(2/3) \times 4 = 8/3$  or  $(2/3) \times (4/5) = 8/15$ . Create a story context for the equations. Create a story context for  $(1/3) \div 4$ , use a visual fraction model to show the quotient, and explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ . Create a story context for  $4 \div (1/5)$ , use a visual fraction model to show the quotient, and explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ . How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?  
NOTE: Division of a fraction by a fraction is not required at this grade level.

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can <b>consistently and independently</b> solve <b>word problems</b> involving division of whole numbers with <b>fraction and mixed number answers</b> by using visual fraction models or equations, multiply a fraction or whole number by a fraction, multiply fractional side lengths to find <b>areas of rectangles</b> , explain why multiplying by a fraction greater than 1 results in a greater number and why multiplying by a fraction less than 1 results in a smaller number, solve <b>world problems</b> involving multiplication of fractions and mixed numbers by using visual models or equations, and divide fractions with a numerator of one by whole numbers and whole numbers by fractions with a numerator of one.	Student can <b>consistently and independently</b> <u>interpret a fraction as division of the numerator by the denominator</u> , solve <b>word problems</b> involving division of whole numbers with <b>fraction and mixed number answers</b> by using visual fraction models or equations, multiply a fraction or whole number by a fraction, multiply fractional side lengths to find <b>areas of rectangles</b> , explain why multiplying by a fraction greater than 1 results in a greater number and why multiplying by a fraction less than 1 results in a smaller number, solve <b>world problems</b> involving multiplication of fractions and mixed numbers by using visual models or equations, and divide fractions with a numerator of one by whole numbers and whole numbers by fractions with a numerator of one.
3		Student can <b>consistently</b> solve <b>word problems</b> involving division of whole numbers with <b>fraction and mixed number answers</b> by using visual fraction models or equations, multiply a fraction or whole number by a fraction, multiply fractional side lengths to find <b>areas of rectangles</b> , explain why multiplying by a fraction greater than 1 results in a greater number and why multiplying by a fraction less than 1 results in a smaller number, solve <b>world problems</b> involving multiplication of fractions and mixed numbers by using visual models or equations, and divide fractions with a numerator of one by whole numbers and whole numbers by fractions with a numerator of one.	Student can <b>consistently</b> <u>interpret a fraction as division of the numerator by the denominator</u> , solve <b>word problems</b> involving division of whole numbers with <b>fraction and mixed number answers</b> by using visual fraction models or equations, multiply a fraction or whole number by a fraction, multiply fractional side lengths to find <b>areas of rectangles</b> , explain why multiplying by a fraction greater than 1 results in a greater number and why multiplying by a fraction less than 1 results in a smaller number, solve <b>world problems</b> involving multiplication of fractions and mixed numbers by using visual models or equations, and divide fractions with a numerator of one by whole numbers and whole numbers by fractions with a numerator of one.

## 5th Grade Report Card Rubric

2	<p><b>With prompting and support</b>, student can solve <b>word problems</b> involving division of whole numbers with <b>fraction and mixed number answers</b> by using visual fraction models or equations, multiply a fraction or whole number by a fraction, multiply fractional side lengths to find <b>areas of rectangles</b>, explain why multiplying by a fraction greater than 1 results in a greater number and why multiplying by a fraction less than 1 results in a smaller number, solve <b>world problems</b> involving multiplication of fractions and mixed numbers by using visual models or equations, and divide fractions with a numerator of one by whole numbers and whole numbers by fractions with a numerator of one.</p>	<p><b>With prompting and support</b>, student can <u>interpret a fraction as division of the numerator by the denominator</u>, solve <b>word problems</b> involving division of whole numbers with <b>fraction and mixed number answers</b> by using visual fraction models or equations, multiply a fraction or whole number by a fraction, multiply fractional side lengths to find <b>areas of rectangles</b>, explain why multiplying by a fraction greater than 1 results in a greater number and why multiplying by a fraction less than 1 results in a smaller number, solve <b>world problems</b> involving multiplication of fractions and mixed numbers by using visual models or equations, and divide fractions with a numerator of one by whole numbers and whole numbers by fractions with a numerator of one.</p>
1	<p><b>With consistent prompting and support</b>, student can solve <b>word problems</b> involving division of whole numbers with <b>fraction and mixed number answers</b> by using visual fraction models or equations, multiply a fraction or whole number by a fraction, multiply fractional side lengths to find <b>areas of rectangles</b>, explain why multiplying by a fraction greater than 1 results in a greater number and why multiplying by a fraction less than 1 results in a smaller number, solve <b>world problems</b> involving multiplication of fractions and mixed numbers by using visual models or equations, and divide fractions with a numerator of one by whole numbers and whole numbers by fractions with a numerator of one.</p>	<p><b>With consistent prompting and support</b>, student can <u>interpret a fraction as division of the numerator by the denominator</u>, solve <b>word problems</b> involving division of whole numbers with <b>fraction and mixed number answers</b> by using visual fraction models or equations, multiply a fraction or whole number by a fraction, multiply fractional side lengths to find <b>areas of rectangles</b>, explain why multiplying by a fraction greater than 1 results in a greater number and why multiplying by a fraction less than 1 results in a smaller number, solve <b>world problems</b> involving multiplication of fractions and mixed numbers by using visual models or equations, and divide fractions with a numerator of one by whole numbers and whole numbers by fractions with a numerator of one.</p>

## 5th Grade Report Card Rubric

### Measurement and Data

AREA OF ASSESSMENT: Converts like measurement units within a given measurement system

*Example: Convert 5 centimeters to 0.05 meters or 7 meters to 700 centimeters.*

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <b>consistently and independently</b> convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.
3			Student can <b>consistently</b> convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.
2			<b>With prompting and support as well as visual aids</b> , student can convert among different-sized standard measurement units within a given measurement system and use these conversions in solving one-step real world problems.
1			<b>With consistent prompting and support as well as visual aids</b> , student <b>has difficulty</b> converting among different-sized standard measurement units within a given measurement system.

AREA OF ASSESSMENT: Represents and interprets data

*Example: Given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <b>consistently and independently</b> make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ) and use fraction operations to solve problems involving information presented in line plots.
3			Student can <b>consistently</b> make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ) and use fraction operations to solve problems involving information presented in line plots.
2			<b>With prompting and support</b> , student can make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ) and use fraction operations to solve problems involving information presented in line plots.
1			<b>With consistent prompting and support</b> , student <b>has difficulty</b> making a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ) and in using fraction operations to solve problems involving information presented in line plots.

## 5th Grade Report Card Rubric

### Measurement and Data

AREA OF ASSESSMENT: Geometric Measurement: Understands concept of volume and relates volume to multiplication and addition

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can <b>consistently and independently</b> recognize the concept of volume applies to <b>solid figures</b> and understand the concept of “ <b>one cubic unit</b> ” used to measure volume --i.e., a solid figure packed without gaps or overlaps using 24 unit cubes has a volume of 24 cubic units; measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units; relate volume to the operations of multiplication and addition and <b>solve real world and mathematical problems</b> involving volume; apply the formulas for volume of <b>rectangular prisms</b> with whole number edge lengths in solving real world and mathematical problems; and <b>find the volumes of solid figures composed of two non-overlapping right rectangular prisms</b> by adding the volumes of the non-overlapping parts and apply this technique to solve real world problems.	
3		Student can <b>consistently</b> recognize the concept of volume applies to solid figures and understand the concept of “one cubic unit” used to measure volume --i.e., a solid figure packed without gaps or overlaps using 24 unit cubes has a volume of 24 cubic units; measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units; relate volume to the operations of multiplication and addition and solve problems involving volume; apply the formulas for volume of rectangular prisms with whole number edge lengths in solving real world and mathematical problems; and find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts and apply this technique to solve real world problems.	
2		<b>With prompting and support</b> , student can recognize the concept of volume applies to solid figures and understand the concept of “one cubic unit” used to measure volume --i.e., a solid figure packed without gaps or overlaps using 24 unit cubes has a volume of 24 cubic units; measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units; relate volume to the operations of multiplication and addition and solve problems involving volume; apply the formulas for volume of rectangular prisms with whole number edge lengths in solving real world and mathematical problems; and find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts and apply this technique to solve real world problems.	
1		<b>With consistent prompting and support</b> , student <b>has difficulty</b> demonstrating understanding of the concept of volume and in relating volume to multiplication and addition.	

## 5th Grade Report Card Rubric

### Geometry

AREA OF ASSESSMENT: Graphs points on the coordinate plane to solve real world and mathematical problems

\* Ex: Paul walks from point B to Bryant Park. Rob walks from point B to Madison Square Garden.  
If they only walk along the gridlines, who walks farther? Explain.

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <b>consistently and independently</b> graph points on the coordinate plane and represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation*.
3			Student can <b>consistently</b> graph points on the coordinate plane and represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation*.
2			<b>With prompting and support</b> , student can graph points on the coordinate plane and represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation*.
1			<b>With consistent prompting and support</b> , student <b>has difficulty</b> graphing points on the coordinate plane to solve real world and mathematical problems.

AREA OF ASSESSMENT: Classifies two-dimensional figures into categories based on their properties

*Ex: All rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <b>consistently and independently</b> classify two-dimensional figures into categories based on their properties.
3			Student can <b>consistently</b> classify two-dimensional figures into categories based on their properties.
2			<b>With prompting and support</b> , student can classify two-dimensional figures into categories based on their properties.
1			<b>With consistent prompting and support</b> , student <b>has difficulty</b> classifying two-dimensional figures into categories based on their properties.

## 5th Grade Report Card Rubric

### Science

With 2017-2018 being the first year of implementation of the NJ Student Learning Standards for Science/Next Generation Science Standards at the elementary level, the report card indicators for science have been written with more detail already provided in them and with the majority of content indicators being taught during one or two trimesters. Based on teacher experience implementing and assessing student progress toward accomplishing these standards this year, rubrics to further outline expectations in science may be established for 2018-2019 as appropriate.

### Social Studies

AREA OF ASSESSMENT: Demonstrates understanding of Native Americans and the colonization of America

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> demonstrate an understanding and provide analysis of Native Americans <u>and/or</u> the colonization of America, based on observations, texts, and prior knowledge and provides justification to support his/her reasoning. Student can identify and analyze how <u>one or both</u> of these factors have an impact on modern day America.	Student can <b>consistently and independently</b> demonstrate an understanding and provide analysis of <u>both</u> Native Americans and the colonization of America by <u>referring to past and current events, and routinely pose higher-level questions</u> . Student can identify and analyze how <u>these factors</u> have an impact on modern day America.	
3	Student can <b>consistently</b> demonstrate an understanding of Native Americans <u>and/or</u> the colonization of America as well as identify and analyze how <u>one or both</u> factors have an impact on modern day America.	Student can <b>consistently</b> demonstrate an understanding of <u>both</u> Native Americans and the colonization of America as well as identify and analyze how <u>these factors</u> have an impact on modern day America.	
2	<b>With prompting and support</b> , student can demonstrate an understanding of Native Americans <u>and/or</u> the colonization of America as well as identify and analyze how <u>one or both</u> of these factors have an impact on modern day America.	<b>With prompting and support</b> , student can demonstrate an understanding of <u>both</u> Native Americans and the colonization of America as well as identify and analyze how <u>these factors</u> have an impact on modern day America.	
1	<b>With consistent prompting and support</b> , student has <b>difficulty</b> demonstrating an understanding of Native Americans <u>and/or</u> the colonization of America as well as identifying and analyzing how <u>one or both</u> of these factors have an impact on modern day America. Examples or explanations may include minor errors and/or misconceptions.	<b>With consistent prompting and support</b> , student has <b>difficulty</b> demonstrating understanding of <u>both</u> Native Americans and the colonization of America as well as identifying and analyzing how <u>these factors</u> have an impact on modern day America. Examples or explanations may include minor errors and/or misconceptions.	

## 5th Grade Report Card Rubric

### Social Studies

AREA OF ASSESSMENT: Demonstrates understanding of Westward Expansion and understands its impact on the United States

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <b>consistently and independently</b> demonstrate evidence of in depth and sophisticated understanding of the Westward Expansion, lead discussions, and analyze the impact of the Westward Expansion on the United States. Student can revise prior misconceptions and/or critique the misconceptions of others, when appropriate.
3			Student can <b>consistently</b> demonstrate evidence of understanding of the causes and effects of the Westward Expansion and the impact of the Westward Expansion on the United States.
2			<b>With prompting and support</b> , student can demonstrate <b>some</b> understanding of the Westward Expansion and its impact on the United States.
1			<b>With consistent prompting and support</b> , student <b>has difficulty</b> demonstrating evidence of <b>some</b> understanding of the Westward Expansion and its impact on the United States. Examples or explanations may include minor errors and/or misconceptions.

AREA OF ASSESSMENT: Understands causes and effects of the Industrial Revolution/Immigration

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can <b>consistently and independently</b> demonstrate an in-depth and sophisticated understanding of the causes and effects of the Industrial Revolution and immigration, lead discussions, and analyze causes and effects. Student can revise prior misconceptions and/or critique the misconceptions of others, when appropriate.
3			Student can <b>consistently</b> demonstrate an understanding of the causes and effects of the Industrial Revolution and immigration as well as discuss and analyze these causes and effects.
2			<b>With prompting and support</b> , student can demonstrate <b>some</b> understanding of the causes and effects of the Industrial Revolution and immigration.
1			<b>With consistent prompting and support</b> , student <b>has difficulty</b> demonstrating evidence of understanding of the causes and effects of the Industrial Revolution and immigration. Examples or explanations may include minor errors and/or misconceptions.