

5th Grade Standard Based Report Rubric

Language Arts

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Reading Fluency	Consistently reads grade-level text with accuracy, automaticity, appropriate rate, and expression	Sometimes reads grade-level text with accuracy, automaticity, appropriate rate, and expression	Seldom/never reads grade-level text with accuracy, automaticity, appropriate rate, and expression
Literary Comprehension	Independently, student demonstrates understanding of grade-level literary texts.	With prompting, student demonstrates understanding of grade-level literary texts.	With teacher support, student demonstrates understanding of grade-level literary texts.
Nonfiction Comprehension	Independently, student demonstrates understanding of grade-level nonfiction texts.	With prompting, student demonstrates understanding of grade-level nonfiction texts.	With teacher support, student demonstrates understanding of grade-level nonfiction texts.
Determine Meaning of Unknown Words and Phrases	Independently, student is able to determine or clarify the meaning of unknown words and phrases	With prompting, student is able to determine or clarify the meaning of unknown words and phrases	With teacher support, student is able to determine or clarify the meaning of unknown words and phrases
Summarize the Text	Independently, student is able to summarize a text.	With prompting, student is able to summarize a text.	With teacher support, student is able to summarize a text.
Textual Evidence	Independently, student is able to draw evidence from grade-level texts to explain what is said including quoting from the texts accurately.	With prompting, student is able to draw evidence from grade-level texts to explain what is said including quoting from the texts accurately.	With teacher support, student is able to draw evidence from grade-level texts to explain what is said including quoting from the texts accurately.
Spelling	Consistently student spells grade level words correctly	Sometimes student spells grade level words correctly	Seldom/never student spells grade level words correctly
Grammar and Usage	Consistently demonstrates the command of the conventions of English grammar and usage when writing or speaking	Sometimes demonstrates the command of the conventions of English grammar and usage when writing or speaking	Seldom/never demonstrates the command of the conventions of English grammar and usage when writing or speaking
Punctuation and Capitalization	Consistently demonstrates the command of the conventions of English punctuation and capitalization when writing	Sometimes demonstrates the command of the conventions of English punctuation and capitalization when writing	Seldom/never demonstrates the command of the conventions of English punctuation and capitalization when writing
Write a Variety of Shorter Pieces	Student shows proficiency in writing flexibility when producing shorter and longer pieces for a range of tasks	Student shows developing writing flexibility when producing shorter and longer pieces for a range of tasks	Student shows limited writing flexibility when producing shorter and longer pieces for a range of tasks
Write Opinion Essays	Student shows proficiency in writing skills according to the grading rubric	Student shows developing writing skills according to the grading rubric	Student shows limited writing skills according to the grading rubric
Write Informational Essays	Student shows proficiency in writing skills according to the grading rubric	Student shows developing writing skills according to the grading rubric	Student shows limited writing skills according to the grading rubric
Write Personal or Fictional Narratives	Student shows proficiency in writing skills according to the grading rubric	Student shows developing writing skills according to the grading rubric	Student shows limited writing skills according to the grading rubric

Math

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Write and interpret numerical expressions	Independently, the student is able to write and interpret numerical expressions using parentheses, brackets, or braces.	With prompting, the student is able to write and interpret numerical expressions using parentheses, brackets, or braces.	With teacher support, the student is able to write and interpret numerical expressions using parentheses, brackets, or braces.
Understand the place value system of whole numbers and decimals	Independently, the student is able to recognize and write multi-digit numbers, including decimals to the thousandths.	With prompting, the student is able to recognize and write multi-digit numbers, including decimals to the thousandths.	With teacher support, the student is able to recognize and write multi-digit numbers, including decimals to the thousandths.
Perform operations using the standard algorithm	Independently, student demonstrates fluency for multiplication of multi-digit whole numbers using the standard algorithm.	With prompting, student demonstrates fluency for multiplication of multi-digit whole numbers using the standard algorithm.	With teacher support, student demonstrates fluency for multiplication of multi-digit whole numbers using the standard algorithm
Divide whole numbers	Independently, student is able to find whole-number quotients of whole numbers.	With prompting, student is able to find whole-number quotients of whole numbers.	With teacher support, student is able to find whole-number quotients of whole numbers.
Add, subtract, multiply, and divide decimals to the hundredths	Independently, student is able to add, subtract, multiply, and divide decimals to the hundredths.	With prompting, student is able to add, subtract, multiply, divide decimals to the hundredths.	With teacher support, student is able to add, subtract, multiply, divide decimals to the hundredths.
Add and subtract fractions	Independently, student is able to add and subtract fractions with unlike denominators.	With prompting, student is able to add and subtract fractions with unlike denominators.	With teacher support, student is able to add and subtract fractions with unlike denominators.
Multiply and divide fractions	Independently, student is able to multiply and divide fractions.	With prompting, student is able to multiply and divide fractions.	With teacher support, student is able to multiply and divide fractions.
Convert like measurements using standard and metric	Independently, student is able to convert like measurement units within a given measurement systems.	With prompting, student is able to convert like measurement units within a given measurement systems.	With teacher support, student is able to convert like measurement units within a given measurement systems.
Represent and interpret data	Independently, student is able to represent and interpret data.	With prompting, student is able to represent and interpret data.	With teacher support, student is able to represent and interpret data.
Understand the concepts of volume	Independently, student is able to understand concepts of volume.	With prompting, student is able to understand concepts of volume.	With teacher support, student is able to understand concepts of volume.
Graph points on the coordinate plane	Independently, student is able to graph points on the coordinate plane.	With prompting, student is able to graph points on the coordinate plane.	With teacher support, student is able to graph points on the coordinate plane.
Classify two-dimensional figures	Independently, student is able to classify two-dimensional figures.	With prompting, student is able to classify two-dimensional figures.	With teacher support, student is able to classify two-dimensional figures.

Learning Behaviors/Work Habits

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Listens Follows Directions and Displays Appropriate Behavior	Consistently listens, follows directions, and displays appropriate behavior	Sometimes listens, follows directions, and displays appropriate behavior	Seldom/never listens, follows directions, and displays appropriate behavior
Completes and Returns Quality Work	Consistently completes and returns quality work	Sometimes completes and returns quality work	Seldom/never completes and returns quality work
Respects Others and Others' Property	Consistently demonstrates respect of others and others' property	Sometimes demonstrates respect of others and others' property	Seldom/never demonstrates respect of others and others' property
Uses Time Effectively	Consistently uses time effectively	Sometimes uses time effectively	Seldom/never uses time effectively
Shows PRIDE in daily classwork	Consistently shows pride in daily classwork	Sometimes shows pride in daily classwork	Seldom/never shows pride in daily classwork

Science

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Matter and Its Interactions	Independently, the student is able to develop a model to describe that matter is made of particles too small to be seen, conservation of matter, and identify materials based on their properties.	With prompting, the student is able to develop a model to describe that matter is made of particles too small to be seen, conservation of matter, and identify materials based on their properties.	With teacher support, the student is able to develop a model to describe that matter is made of particles too small to be seen, conservation of matter, and identify materials based on their properties.
Forces and Interactions	Independently, student is able to support an argument that Earth's gravitational force exerted on objects is directed downward.	With prompting, student is able to support an argument that Earth's gravitational force exerted on objects is directed downward.	With teacher support, student is able to support an argument that Earth's gravitational force exerted on objects is directed downward.
Energy	Independently, student is able to use models to describe that energy in animals' food was once energy from the sun.	With prompting, student is able to use models to describe that energy in animals' food was once energy from the sun.	With teacher support, student is able to use models to describe that energy in animals' food was once energy from the sun.
Molecules and Organisms	Independently, student is able to support an argument that plants get what they need for growth chiefly from air, water, and energy from the Sun.	With prompting, student is able to support an argument that plants get what they need for growth chiefly from air, water, and energy from the Sun.	With teacher support, student is able to support an argument that plants get what they need for growth chiefly from air, water, and energy from the Sun.

Biological Adaptation	Independently, student is able to analyze and interpret data from fossils to provide evidence of the types of organisms and their environments, changes, and movement among matter.	With prompting, student is able to analyze and interpret data from fossils to provide evidence of the types of organisms and their environments, changes, and movement among matter.	With teacher support, student is able to analyze and interpret data from fossils to provide evidence of the types of organisms and their environments, changes, and movement among matter.
Earth's Place in the Universe	Independently, student is able to support an argument that the Sun's brightness is due to it being closer to the Earth than other stars and graph patterns.	With prompting, student is able to support an argument that the Sun's brightness is due to it being closer to the Earth than other stars and graph patterns.	With teacher support, student is able to support an argument that the Sun's brightness is due to it being closer to the Earth than other stars and graph patterns.
Earth's Systems	Independently, student develops a model to show the interaction of earth's major systems, and graph water's distribution on Earth.	With prompting, student develops a model to show the interaction of earth's major systems, and graph water's distribution on Earth.	With teacher support, student develops a model to show the interaction of earth's major systems, and graph water's distribution on Earth.
Earth and Human Activity	Independently, student is able to obtain and combine information about human influences on Earth systems.	With prompting, student is able to obtain and combine information about human influences on Earth systems.	With teacher support, student is able to obtain and combine information about human influences on Earth systems.

Social Studies

Standard	1 Meets the Standard	2 Progressing Toward the Standard	3 Limited Progress Toward the Standard
Understanding cultural and social development			
Describe the interactions between European colonists and established societies in North America	Independently, the student is able to describe interactions between cultures.	With prompting, the student is able to describe interactions between cultures.	With teacher support, the student is able to describe interactions between cultures.
Identify and explain influential political and cultural groups and their impact on American history.	Independently, the student is able to identify the cultural impact on American history.	With prompting, the student is able to identify the cultural impact on American history.	With teacher support, the student is able to identify the cultural impact on American history.
Analyze the causes and effects of various compromises and conflicts in American history	Independently, the student is able to analyze the causes, effects, compromises and conflicts in American history.	With prompting, the student is able to analyze the causes, effects, compromises and conflicts in American history.	With teacher support, the student is able to analyze the causes, effects, compromises and conflicts in American history.
Trace the role of migration and immigration of people in the development of the United States			
Discuss the religious, political, and economic	Independently, the student is able to discuss the religious, political, and	With prompting, the students is able to discuss the religious, political, and	With teacher support, the students is able to discuss the religious,

motives of immigrants to the United States	economic motives of immigrants to the United States.	economic motives of immigrants to the United States.	political, and economic motives of immigrants to the United States.
Analyze and discuss the motives of the major groups who participated in western expansion.	Independently, the student is able to discuss the motives of westward expansion.	With prompting, the student is able to discuss the motives of westward expansion.	With teacher support, the student is able to discuss the motives of westward expansion.
Describe the impact of scientific and technological advances on westward expansion	Independently, the student is able to describe the impact of scientific and technological advances on westward expansion	With prompting, the student is able to describe the impact of scientific and technological advances on westward expansion	With teacher support, the student is able to describe the impact of scientific and technological advances on westward expansion
Basic economic concepts			
Explain the concepts of tariffs, taxation, and embargo	Independently, the student is able to explain the concepts of tariffs, taxation, and embargo	With prompting, the student is able to explain the concepts of tariffs, taxation, and embargo	With teacher support, the student is able to explain the concepts of tariffs, taxation, and embargo
Civics and government			
Identify and explain the important concepts of the Declaration of Independence	Independently, the student is able to identify parts of the Declaration of Independence	With prompting, the student is able to identify parts of the Declaration of Independence	With teacher support, the student is able to identify parts of the Declaration of Independence
Identify the three major branches of government and the functions and powers of each	Independently, the student is able to identify the three major branches of government	With prompting, the student is able to identify the three major branches of government	With teacher support, the student is able to identify the three major branches of government
Geography			
Identify the regions of the United States and their resources	Independently, the student is able to identify the regions of the United States and their resources	With prompting, the student is able to identify the regions of the United States and their resources	With teacher support, the student is able to identify the regions of the United States and their resources