

## 5<sup>th</sup> Grade Report Card Rubric

### Reading

#### Curriculum Continuum & Expectations for Marking Periods 1, 2, & 3

1 Not Meeting Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard
<b>BASED ON THE GRADE-LEVEL READING BENCHMARK</b>			
The student rarely meets the expectations.	The student sometimes meets the expectations.	<p><b><u>Determines key ideas and details of text</u></b></p> <ul style="list-style-type: none"> <li>• Recognizes and uses text cues, genre features, and structures to identify themes, main ideas, supporting details, and key ideas to deepen understanding.</li> <li>• Uses textual information to summarize text.</li> <li>• Determines the theme of the text and how it is conveyed through textual details.</li> </ul>	The student exceeds the grade-level expectations.
		<p><b><u>Recognizes craft and structure of text</u></b></p> <ul style="list-style-type: none"> <li>• Identifies the chronological text structure (techniques) of fiction stories for showing the passage of time.</li> <li>• Identifies key signal words and elements of text structures (Description, Compare &amp; Contrast, Problem &amp; Solution, Cause &amp; Effect).</li> <li>• Determines an author’s purpose or point of view and explains how it’s conveyed (the effects on the tone and mood of the text).</li> <li>• Distinguishes between fact and opinion within nonfiction text.</li> </ul>	
		<p><b><u>Analyzes text for inferential meaning</u></b></p> <ul style="list-style-type: none"> <li>• Uses prior knowledge and textual information to identify big ideas, draw conclusions, make predictions, ask questions, and analyze texts.</li> <li>• Draws inferences by using evidence from the text to support conclusions that are drawn.</li> <li>• Understands the use of figurative language (e.g. similes, metaphors) and uses this information to build understanding.</li> <li>• Identifies character development/change over time.</li> <li>• Compares and contrasts multiple texts in terms of their approaches to similar topics and themes</li> </ul>	
		<p><b><u>Demonstrates fluency</u></b></p> <ul style="list-style-type: none"> <li>• Reads grade-level text with purpose and understanding.</li> </ul>	
		<p><b><u>Demonstrates Word Attack Skills</u></b></p> <ul style="list-style-type: none"> <li>• Monitors for understanding and uses fix-up strategies to clear up confusion (such as using background knowledge and context clues to figure out the meaning of unfamiliar words).</li> <li>• Determines the meaning of academic, nonliteral words and phrases, multiple-meaning words and phrases as they are used in the text.</li> </ul>	

1 Not Meeting Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard
<b>BASED ON THE INDEPENDENT READING LEVEL</b>			
The student rarely meets the expectations.	The student sometimes meets the expectations.	<p><b><u>Demonstrates vocabulary acquisition</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates grade level expectations on vocabulary lists of novel words.</li> <li>• Demonstrates proper application of multi-meaning and multi-purpose words.</li> </ul>	The student exceeds the grade-level expectations.
The student rarely meets the expectations.	The student sometimes meets the expectations.	<p><b><u>Constructs meaningful responses to literature &amp; nonfiction texts</u></b></p> <ul style="list-style-type: none"> <li>• Uses textual information to summarize texts.</li> <li>• Includes specific examples and evidence to justify interpretations of information.</li> <li>• Uses textual information with existing knowledge to form new ideas and opinions.</li> </ul>	The student exceeds the grade-level expectations.
The student rarely meets the expectations.	The student sometimes meets the expectations.	<p><b><u>Demonstrates Reading Stamina</u></b></p> <ul style="list-style-type: none"> <li>• Reads with focus and fidelity for 30 minutes.</li> </ul>	The student exceeds the grade-level expectations.