

# Report Card Rubric

## Fifth Grade

### *Reading/Listening: Skills*

	4	3	2	1
<p>Q1</p> <p><u>Assessments:</u>                      *5th Assessment                      *Domain Vocab                      *Daily work in CKLA                      *Teacher observation</p>	Demonstrates skills beyond proficiency	<p>*Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>*By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band</p> <p>*Know and apply grade-level phonics and word analysis skills in decoding words.</p>	Needs to continue to develop <b>some</b> of these skills	Needs to continue to develop <b>most</b> of these skills
<p>Q2</p> <p><u>Assessments:</u>                      *5th Assessment                      *Domain Vocab                      *Daily work in CKLA                      *Teacher observation</p>	Demonstrates skills beyond proficiency	<p>*Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>*By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band</p> <p>*Know and apply grade-level phonics and word analysis skills in decoding words.</p>	Needs to continue to develop <b>some</b> of these skills	Needs to continue to develop <b>most</b> of these skills
<p>Q3</p> <p><u>Assessments:</u>                      *5th Assessment                      *Domain Vocab                      *Daily work in CKLA                      *Teacher observation</p>	Demonstrates skills beyond proficiency	<p>*Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>*By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text</p>	Needs to continue to develop <b>some</b> of these skills	Needs to continue to develop <b>most</b> of these skills

		<p>complexity band</p> <p>*Know and apply grade-level phonics and word analysis skills in decoding words.</p>		
<p>Q4</p> <p><u>Assessments:</u></p> <p>*5th Assessment</p> <p>*Domain Vocab</p> <p>*Daily work in CKLA</p> <p>*Teacher observation</p>	<p>Demonstrates skills beyond proficiency</p>	<p>*Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>*By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band</p> <p>*Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Needs to continue to develop <b>some</b> of these skills</p>	<p>Needs to continue to develop <b>most</b> of these skills</p>

## Reading/Listening: Application

	4	3	2	1
<p>Q1</p> <p><u>Assessments:</u>            *5th Assessment            *Daily work in CKLA            *Teacher observation</p>	<p>Demonstrates skills beyond proficiency</p>	<p>*Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>*Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>*Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>*Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Needs to continue to develop <b>some</b> of these skills</p>	<p>Needs to continue to develop <b>most</b> of these skills</p>
<p>Q2</p> <p><u>Assessments:</u>            *5th Assessment            *Daily work in CKLA            *Teacher observation</p>	<p>Demonstrates skills beyond proficiency</p>	<p>*Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>*Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>*Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>*Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of</p>	<p>Needs to continue to develop <b>some</b> of these skills</p>	<p>Needs to continue to develop <b>most</b> of these skills</p>

		fiction, folktale, myth, poem).		
<p>Q3</p> <p><u>Assessments:</u>  *5th grade Assessment  *Daily work in CKLA  *Teacher observation</p>	Demonstrates skills beyond proficiency	<p>*Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>*Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>*Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>*Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	Needs to continue to develop <b>some</b> of these skills	Needs to continue to develop <b>most</b> of these skills
<p>Q4</p> <p><u>Assessments:</u>  *5th grade/ Assessment  *Daily work in CKLA  *Teacher observation</p>	Demonstrates skills beyond proficiency	<p>*Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>*Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>*Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>*Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of</p>	Needs to continue to develop <b>some</b> of these skills	Needs to continue to develop <b>most</b> of these skills

		fiction, folktale, myth, poem).		
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## Writing/Speaking: Skills (CKLA Workbooks)

	4	3	2	1
<p>Q1</p> <p><u>Assessments:</u> Teacher Created</p>	<p><b>Spelling</b> Spells all words correctly on spelling assessments.</p> <p><b>Grammar</b> Demonstrates skills beyond proficiency</p>	<p><b>Spelling</b> Spells most words correctly on spelling assessments.</p> <p><b>Grammar</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p> <p>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>Use punctuation to separate items in a series</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>Spelling</b> Spells some words correctly on spelling assessments.</p> <p><b>Grammar</b> Needs to continue to develop <b>some</b> of these skills</p>	<p><b>Spelling</b> Rarely spells all words correctly on spelling assessments.</p> <p><b>Grammar</b> Needs to continue to develop <b>most</b> of these skills</p>

	<p><b>Speaking</b> Uses agreed upon rules for group discussions group.</p>	<p><b>Speaking</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Speaking</b> Needs some reminders.</p>	<p><b>Speaking</b> Needs frequent reminders</p>
<p>Q2</p> <p><u>Assessments:</u></p>	<p><b>Spelling</b> Spells all words correctly on spelling assessments.</p> <p><b>Grammar (plus previous quarter grammar)</b> Demonstrates skills beyond proficiency</p> <p><b>Speaking</b> Uses agreed upon rules for group discussions group.</p>	<p><b>Spelling</b> Spells most words correctly on spelling assessments.</p> <p><b>Grammar (plus previous quarter grammar)</b> Capitalize holidays, product names, and geographical names.</p> <p><b>Speaking</b> Needs few reminders.</p>	<p><b>Spelling</b> Spells some words correctly on spelling assessments.</p> <p><b>Grammar (plus previous quarter grammar)</b> Needs to continue to develop <i>some</i> of these skills</p> <p><b>Speaking</b> Needs some reminders.</p>	<p><b>Spelling</b> Rarely spells all words correctly on spelling assessments.</p> <p><b>Grammar (plus previous quarter grammar)</b> Needs to continue to develop <i>most</i> of these skills</p> <p><b>Speaking</b> Needs frequent reminders</p>
<p>Q3</p>	<p><b>Spelling</b> Spells all words correctly on spelling assessments.</p>	<p><b>Spelling</b> Spells most words correctly on spelling assessments.</p>	<p><b>Spelling</b> Spells some words correctly on</p>	<p><b>Spelling</b> Rarely spells all words correctly on</p>

<p><u>Assessments:</u></p>	<p><b>Grammar (plus previous quarter grammar)</b> Demonstrates skills beyond proficiency</p> <p><b>Speaking</b> Uses agreed upon rules for group discussions group.</p>	<p><b>Grammar (plus previous quarter grammar)</b> Use commas in greetings and closings of letters</p> <p>Use collective nouns correctly.</p> <p><b>Speaking</b> Needs few reminders.</p>	<p>spelling assessments.</p> <p><b>Grammar (plus previous quarter grammar)</b> Needs to continue to develop <i>some</i> of these skills</p> <p><b>Speaking</b> Needs some reminders.</p>	<p>spelling assessments.</p> <p><b>Grammar (plus previous quarter grammar)</b> Needs to continue to develop <i>most</i> of these skills</p> <p><b>Speaking</b> Needs frequent reminders</p>
<p>Q4</p> <p><u>Assessments:</u></p>	<p><b>Spelling</b> Spells all words correctly on spelling assessments.</p> <p><b>Grammar (plus previous quarter grammar)</b>Demonstrates skills beyond proficiency</p> <p><b>Speaking</b> Uses agreed upon rules for group discussions group</p>	<p><b>Spelling</b> Spells most words correctly on spelling assessments.</p> <p><b>Grammar (all previous quarter grammar)</b></p> <p><b>Speaking</b> Uses agreed upon rules for group discussions group.</p>	<p><b>Spelling</b> Spells some words correctly on spelling assessments.</p> <p><b>Grammar (plus previous quarter grammar)</b>Needs to continue to develop <i>some</i> of these skills</p> <p><b>Speaking</b> Needs some reminders.</p>	<p><b>Spelling</b> Rarely spells all words correctly on spelling assessments.</p> <p><b>Grammar (plus previous quarter grammar)</b>Needs to continue to develop <i>most</i> of these skills</p> <p><b>Speaking</b> Needs frequent reminders</p>

## Writing/Speaking: Application

### Assessments:

- \*In-class journal writing
- \*Skill unit assessments
- \*Domain unit assessments
- \*Teacher observation

	4	3	2	1
Q1	<p><b>Writing</b> Demonstrates skills beyond proficiency (i.e. complex sentence with no support.)</p>	<p><b>Writing</b> *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>*Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>*Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>*Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>Writing</b> Needs some support or is inconsistent in application.</p>	<p><b>Writing</b> Does not write complete sentences.</p>

	<p><b>Speaking</b> Is able continue and connect information from other students during discussion</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SPEAKING</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Speaking</b> Will participate when called upon.</p>	<p><b>Speaking</b> No participation during discussion.</p>
Q2	<b>Writing</b>	<b>Writing</b> *Write opinion pieces on topics	<b>Writing</b> Needs some support or is	<b>Writing</b> Needs significant support.

	<p>Demonstrates skills beyond proficiency.</p>	<p>or texts, supporting a point of view with reasons and information.</p> <p>*Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>*Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>*Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>inconsistent in application.</p>	
	<p><b>Speaking</b> Is able continue and connect information from other students during discussion</p>	<p><b>SPEAKING</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information</p>	<p><b>Speaking</b> Will participate when called upon.</p>	<p><b>Speaking</b> No participation during discussion.</p>

		<p>known about the topic to explore ideas under discussion.</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		
Q3	<p><b>Writing</b> Demonstrates skills beyond proficiency.</p>	<p><b>Writing</b> *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>*Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>*Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p><b>Writing</b> Needs some support or is inconsistent in application.</p>	<p><b>Writing</b> Needs significant support.</p>

	<p><b>Speaking</b> Is able continue and connect information from other students during discussion</p>	<p>*Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>SPEAKING</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Speaking</b> Will participate when called upon.</p>	<p><b>Speaking</b> No participation during discussion</p>
Q4	<p><b>Writing</b> Demonstrates skills beyond proficiency.</p>	<p><b>Writing</b> *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>*Write informative/explanatory texts to examine a topic</p>	<p><b>Writing</b> Needs some support or is inconsistent in application.</p>	<p><b>Writing</b> Needs significant support.</p>

		<p>and convey ideas and information clearly.</p> <p>*Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>*Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>*Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		
	<p><b>Speaking</b> Is able continue and connect information from other students during discussion</p>	<p><b>SPEAKING</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Report on a topic or text or present an opinion, sequencing ideas</p>	<p><b>Speaking</b> Will participate when called upon.</p>	<p><b>Speaking</b> No participation during discussion</p>

		logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
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### ***Science: Content***

	4	3	2	1
Q1 <i>*5th Assessment:</i> Teacher-created	On the given assessments, student answers all questions correctly.	On the given assessments, student usually answers questions correctly..	On the given assessments, student sometimes answers questions correctly.	On the given assessments, student rarely answers questions correctly.
Q2 <i>*5th Assessment:</i> Teacher-created	On the given assessment, student answers all questions correctly.	On the given assessments, student usually answers questions correctly.	On the given assessments, student sometimes answers questions correctly.	On the given assessments, student rarely answers questions correctly.
Q3 <i>*5th Assessment:</i> Teacher-created	On the given assessments, student answers all questions correctly.	On the given assessments, student usually answers questions correctly.	On the given assessments, student sometimes answers questions correctly.	On the given assessments, student rarely answers questions correctly.
Q4 <i>*5th Assessment:</i> Teacher-created	On the given assessments, student answers all questions correctly.	On the given assessments, student usually answers questions correctly.	On the given assessments, student sometimes answers questions correctly.	On the given assessments, student rarely answers questions correctly.

## ***Science: Application***

Assessment: Teacher Observation

	4	3	2	1
*5th Assessment: Teacher Observation	Student observably makes connections to content taught outside of content teaching.	Student actively participates in activities demonstrating proficiency.	Student usually participates in activities demonstrating proficiency.	Student struggles to participate in activities.

## Social Studies

	4	3	2	1
Q1  <u>*5th Assessment:</u> Teacher-created	On the given assessments, student answers all questions correctly.	On the given assessments, student usually answers questions correctly.	On the given assessments, student sometimes answers questions correctly..	On the given assessments, student rarely answers questions correctly
Q2  <u>*5th Assessment:</u> Teacher-created	On the given assessments, student answers all questions correctly.	On the given assessments, student usually answers questions correctly..	On the given assessments, student sometimes answers questions correctly..	On the given assessments, student rarely answers questions correctly
Q3  <u>*5th Assessment:</u> Teacher-created	On the given assessments, student answers all questions correctly.	On the given assessments, student usually answers questions correctly..	On the given assessments, student sometimes answers questions correctly.	On the given assessments, student rarely answers questions correctly
Q4  <u>*5th Assessment:</u> Teacher-created	On the given assessments, student answers all questions correctly.	On the given assessments, student usually answers questions correctly.	On the given assessments, student sometimes answers questions correctly.	On the given assessments, student rarely answers questions correctly.

## Social Studies: Application

Assessment: Teacher Observations and Assessments

	4	3	2	1
<u>*5th Assessment:</u> Teacher Observation	Student observably makes connections to content taught outside of content teaching.	Student actively participates in activities demonstrating proficiency.	Student usually participates in activities demonstrating proficiency	Student struggles to participate in activities.

## Math:

Assessments: Chapter Assessments

	4	3	2	1
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<b>Q1</b> *Number Sense *Problem Solving *Computation	Always demonstrates skills beyond proficiency on the content presented this quarter.	Usually demonstrates skills on the content presented this quarter.	Sometimes demonstrates skills on the content presented this quarter.	Needs to continue to develop on the content presented this quarter.
<b>Q2</b> *Number Sense *Problem Solving *Computation	Always demonstrates skills beyond proficiency on the content presented this quarter.	Usually demonstrates skills on the content presented this quarter.	Sometimes demonstrates skills on the content presented this quarter.	Needs to continue to develop on the content presented this quarter.
<b>Q3</b> *Number Sense *Problem Solving *Computation *Geometry	Always demonstrates skills beyond proficiency on the content presented this quarter.	Usually demonstrates skills on the content presented this quarter.	Sometimes demonstrates skills on the content presented this quarter.	Needs to continue to develop on the content presented this quarter.
<b>Q4</b> *Number Sense *Problem Solving *Computation *Measurement and Data	Always demonstrates skills beyond proficiency on the content presented this quarter.	Usually demonstrates skills on the content presented this quarter.	Sometimes demonstrates skills on the content presented this quarter.	Needs to continue to develop on the content presented this quarter.

## ***Success Skills: Collaboration***

Assessment: Teacher Observation

	4	3	2	1
Respects and supports the ideas of others	Is a respectful leader in the class and contributes during collaboration, teamwork, or class discussions	Usually contributes during collaboration, teamwork, or class discussions	Sometimes respects the differences of opinions and ideas of their peers	Inconsistently respects the differences of opinions and ideas of their peers
Contributes ideas and shows effort	Is a respectful leader in the class and contributes during collaboration, teamwork, or class discussions	Usually contributes during collaboration, teamwork, or class discussions	Sometimes contributes during collaboration, teamwork, or class discussions	Rarely contributes during collaboration, teamwork, or class discussions

## ***Success Skills: Perseverance***

Assessment: Teacher Observation

	4	3	2	1
Shows evidence of sustained effort	Always tries difficult tasks	Usually tries difficult tasks	Sometimes tries difficult tasks	Gives up when faced with difficult tasks
Takes initiative and embraces challenges	Always takes risks and tries new tasks	Usually takes risks and tries new tasks	Sometimes takes risks or tries new tasks	Rarely takes risks or tries new tasks

## ***Success Skills: Responsibility***

Assessment: Teacher Observation

	4	3	2	1
Works independently makes effective use of time	Always works independently when appropriate and makes effective use of time	Usually works independently when appropriate and makes effective use of time	Sometimes works independently when appropriate and makes effective use of time	Rarely works independently when appropriate or makes effective use of time
Completes classroom assignments	Always has classroom assignments completed when due	Usually has classroom assignments completed when due	Sometimes has classroom assignments completed when due	Rarely has classroom assignments completed when due
Completes homework assignments	Always has homework completed when due	Usually has homework completed when due	Sometimes has homework completed when due	Rarely has homework completed when due
Demonstrates organizational skills	Is a role model for others as to organization of how personal space, materials, and technology are organized to be a benefit to their education	Personal space, materials, and technology are organized to be a benefit to their education	Personal space, materials, and technology are rarely where they should be and inhibits their productivity in the classroom	Personal space, materials, and technology are never where they should be and inhibits their productivity in the classroom

## ***Success Skills: Communication***

Assessment: Teacher Observation

	4	3	2	1
Listens thoughtfully to others	Always listens to directions and thoughts and ideas of others	Usually listens to directions and thoughts and ideas of others	Sometimes listens to directions and thoughts and ideas of others	Rarely listens to directions and thoughts and ideas of others
Asks and answers questions to deepen understanding	Always asks questions when participating in class discussions	Usually asks questions when participating in class discussions	Sometimes asks questions when participating in class discussions	Rarely asks questions when participating in class discussions
Uses technology and media in a socially appropriate fashion	Always follows the class expectations while using iPad, media, and technology	Usually follows the class expectations while using iPad, media, and technology	Sometimes does not follow the class expectations while using iPad, media, and technology	Rarely follows the class expectations while using iPad, media, and technology

## ***Success Skills: Respect***

Assessment: Teacher Observation

	4	3	2	1
Interacts appropriately with adults	Always shows respect towards adults	Often shows respect towards adults	Sometimes shows respect towards adults	Rarely shows respect towards adults
Interacts appropriately with peers	Is a leader in the school and consistently demonstrates respect and kindness towards peers	Usually demonstrates respect and kindness towards peers. Gets along with their peers on a regular basis	Sometimes demonstrates a lack of respect and kindness towards peers. Has the ability to get along with others but is not consistently demonstrating it	Rarely demonstrates respect and kindness towards peers. Does not get along well with others

## ***Success Skills: Adaptability***

Assessment: Teacher Observation

	4	3	2	1
	Always works well independently and in groups	Usually works well independently and in groups	Sometimes works well independently and in groups	Rarely works well independently and in groups