

English Language Arts
Standards-Based Report Card 2023-2024
Fifth Grade

Scoring Rubric:
3: Meets expectations
2: Approaching expectations
1: Beginning to learn expectations
Blank Box: Not assessed
IE: Insufficient evidence

Reading - standards should be measured against student read, grade-level text	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. Determines central message or theme of literature (RL.5.2)				
2. Analyzes characters to comprehend (RL.4.3)				
3. Determines the meaning of words and phrases in a text (RL.5.4, RI.5.4)				
4. Describes the structure of an informational text (RI.5.5)				
5. Compares and contrasts various elements in multiple texts (RL.5.3, RL.5.9)				
6. Determines the main idea and supporting details of an informational text (RI.5.2)				
Writing	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. Produces writing that is organized (W.5.1, W.5.2, W.5.3)				
2. Produces writing that is developed (W.5.1, W.5.2, W.5.3)				
3. Uses correct grammar, capitalization, and punctuation (L.5.1 and L.5.3.a, L.4.2.a and L.5.2)				
4. Uses phonics strategies to spell when writing (L.5.2.e)				

Fifth Grade English Language Arts Rubric

Quarters 1 and 3	Standard 1: Determines central message or theme of literature (RL.5.2)
3	I can independently and consistently write a summary that includes: <ul style="list-style-type: none">● the central message or theme of a text● an explanation of how the message is conveyed through a character's response to a challenge
2	I can write a summary that includes one of the following: <ul style="list-style-type: none">● the central message or theme of a text● an explanation of how the message is conveyed through a character's response to a challenge
1	I need support to write a summary that includes the following: <ul style="list-style-type: none">● the central message or theme of a text● an explanation of how the message is conveyed through a character's response to a challenge

*Central message or theme is used with fiction text

Assessment Evidence:

- Read a mentor text during a mini-lesson. Have students write about the theme in their reading response journal during independent reading time using the story they heard in the mini-lesson.
- After a guided reading group, have the students write about the theme in their reading response journal.
- During a conference (could be guided reading or just a one-on-one conference with a student's independent book), have the student orally retell the story/section to you.

Definitions:

- Theme (literature) - theme is the specific feeling expressed about the subject (ex. friendship, perseverance, simplicity, greed, patience)
- Central message (literature) – the lesson the author is trying to teach the reader (ex. if perseverance is the theme, the central message could be: if you persevere, you can make your life better)

Quarters 1 and 3	Standard 2: Analyzes characters to comprehend (RL.4.3)
3	I can independently and consistently : <ul style="list-style-type: none"> ● identify character traits using evidence from the text ● identify how characters respond to challenges using evidence from the text ● identify how a character changes throughout the story using evidence from the text
2	I can do two of the following or sometimes : <ul style="list-style-type: none"> ● identify character traits using evidence from the text ● identify how characters respond to challenges using evidence from the text ● identify how a character changes throughout the story using evidence from the text
1	I need support to: <ul style="list-style-type: none"> ● identify character traits using evidence from the text ● identify how characters respond to challenges using evidence from the text ● identify how a character changes throughout the story using evidence from the text

Assessment Evidence:

- Read a mentor text during a mini-lesson. Have students analyze characters in their reading response journal during independent reading time using the story they heard in the mini-lesson.
- After a guided reading group, have the students analyze characters in their reading response journal.
- During a conference (could be guided reading or just a one-on-one conference with a student's independent book), have the student orally analyze characters.

When discussing characters, teachers should expose their students to the character traits listed below, which were taken from the Melville character trait list:

- apprehensive, compliant, corrupt, cross , depraved, dignified, discreet, docile, ethical, frank, glum , ingenious, lackadaisical, malicious, plucky, prudent, rebellious, selfless, sheepish, sullen

Standard 3: Determines the meaning of words and phrases in a text (RL.5.4, RI.5.4)		
	Quarters 1-2	Quarter 3-4
3	<p>I can independently and consistently use a variety of strategies to determine the meaning of words. Strategies that I flexibly choose between include:</p> <ul style="list-style-type: none"> ● glossary ● context clues ● picture clues ● base words ● text features <p>I can also independently and consistently:</p> <ul style="list-style-type: none"> ● determine meaning of a metaphor within the text ● determine meaning of a simile within the text 	<p>I can independently and consistently use a variety of strategies to determine the meaning of words. Strategies that I flexibly choose between include:</p> <ul style="list-style-type: none"> ● glossary ● context clues ● picture clues ● base words ● text features <p>I can also independently and consistently:</p> <ul style="list-style-type: none"> ● determine meaning of a metaphor within the text ● determine meaning of a simile within the text ● determine meaning of hyperboles within the text ● determine meaning of personification within the text ● determine meaning of idioms within the text
2	<p>I can sometimes use strategies to determine the meaning of words. I may rely solely on one or two strategies instead of choosing flexibly between them.</p> <p>I can also sometimes:</p> <ul style="list-style-type: none"> ● determine the meaning of a metaphor within the text ● determine the meaning of a simile within the text 	<p>I can sometimes use strategies to determine the meaning of words. I may rely solely on one or two strategies instead of choosing flexibly between them.</p> <p>I can also sometimes:</p> <ul style="list-style-type: none"> ● determine meaning of a metaphor within the text ● determine meaning of a simile within the text ● determine meaning of hyperboles within the text ● determine meaning of personification within the text ● determine meaning of idioms within the text
1	<p>I need support to determine the meaning of words and phrases in text.</p>	<p>I need support to determine the meaning of words and phrases in text.</p>

Assessment Evidence:

- Read a mentor text during a mini-lesson. Have students determine the meaning of words and phrases in their reading response journal during independent reading time using the story they heard in the mini-lesson.
- After a guided reading group, have the students determine the meaning of words and phrases in their reading response journal.
- When reading with a student, ask a student to define a word and explain the strategy the used to determine the meaning
- This can be assessed throughout all subject areas

Quarters 2 and 4	Standard 4: Describes the structure of an informational text (RI.5.5)
3	I can independently and consistently : <ul style="list-style-type: none"> ● describe the structure of texts ● compare and contrast the overall structure in two or more texts
2	I can sometimes : <ul style="list-style-type: none"> ● describe the structure of texts ● compare and contrast the overall structure in two or more texts
1	I need support to: <ul style="list-style-type: none"> ● describe the structure of texts ● compare and contrast the overall structure in two or more texts

Definition of structure: how information is organized within a passage (chronology, comparison, cause/effect, problem/solution, description, sequential)

Assessment Evidence:

- Read a mentor text during a mini-lesson. Have students analyze and compare text structure in their reading response journal during independent reading time using the story they heard in the mini-lesson.
- After a guided reading group, have the students analyze and compare text structure in their reading response journal.
- During a conference (could be guided reading or just a one-on-one conference with a student's independent book), have the student orally analyze and compare text structure.

Quarter 3	Standard 5: Compares and contrasts various elements in multiple texts (RL.5.3, RL.5.9)
3	I can independently and consistently compare and contrast: <ul style="list-style-type: none"> ● settings ● characters ● plot ● two or more texts, within the same genre, that have similar themes
2	I can compare and contrast some of the following: <ul style="list-style-type: none"> ● settings ● characters ● plot ● two or more texts, within the same genre, that have similar themes
1	I need support to compare and contrast the following: <ul style="list-style-type: none"> ● settings ● characters ● plot ● two or more texts, within the same genre, that have similar themes

Assessment Evidence:

- Read a mentor text during a mini-lesson. Have students compare texts in their reading response journal during independent reading time using the story they heard in the mini-lesson.
- After a guided reading group, have the students compare texts in their reading response journal.
- During a conference (could be guided reading or just a one-on-one conference with a student's independent book), have the student orally compare texts.

Definition:

- Theme (literature) - theme is the specific feelings expressed about the subject (ex. friendship, perseverance, simplicity, greed patience)

Quarters 2 and 4	Standard 6: Determines the main idea and supporting details of an informational text (RI.5.2)
3	I can independently and consistently write a summary that includes: <ul style="list-style-type: none"> ● two or more main ideas ● supporting details ● a concluding sentence
2	I can include two of the following: <ul style="list-style-type: none"> ● two or more main ideas ● supporting details ● a concluding sentence
1	I need support to write a summary that includes: <ul style="list-style-type: none"> ● two or more main ideas ● supporting details ● a concluding sentence

*Main idea and details is used with nonfiction text

Assessment Evidence:

- Read a mentor text during a mini-lesson. Have students determine the main idea and details in their reading response journal during independent reading time using the story they heard in the mini-lesson.
- After a guided reading group, have the students determine the main idea and details in their reading response journal.
- During a conference (could be guided reading or just a one-on-one conference with a student's independent book), have the student orally determine the main idea and details.

Definition:

- Main idea (informational) – what the informational text is mostly about (ex. types of dogs)

Writing

Quarters 1, 2, 3, or 4	Standard 1: Produces writing that is organized (W.5.1, W.5.2, W.5.3) Narrative (W.5.3)
3	I can independently and consistently : <ul style="list-style-type: none">● write a beginning in which I not only showed what was happening and where, but also give some clues to what will later become a problem for the main character● use transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time or flashback and flashforward● write an ending that connected to the main part of the story - the character said, did, or realized something at the end that came from what happened in the story - I gave readers a sense of closure● use paragraphs to separate different parts or time of the story and to show when a new character was speaking
2	I can do some of the following: <ul style="list-style-type: none">● write a beginning in which I not only showed what was happening and where, but also give some clues to what will later become a problem for the main character● use transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time or flashback and flashforward● write an ending that connected to the main part of the story - the character said, did, or realized something at the end that came from what happened in the story - I gave readers a sense of closure.● use paragraphs to separate different parts or time of the story and to show when a new character was speaking
1	I need support to produce writing that is organized.

Quarters 1, 2, 3, or 4	Standard 1: Produces writing that is organized (W.5.1, W.5.2, W.5.3) Informational (W.5.2)
3	I can independently and consistently : <ul style="list-style-type: none"> ● write an introduction in which I help readers get interested in and understand the subject - I let readers know the subtopics that I will develop later as well as the sequence ● write about results by using words and phrases such as <i>consequently</i>, <i>as a result</i>, and <i>because of this</i> - when I compare information, I use phrases such as <i>in contrast</i>, <i>by comparison</i>, and <i>especially</i> - in narrative parts, I use phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> - if I wrote sections that stated an opinion, I used words such as <i>but the most important reason</i>, <i>for example</i>, and <i>consequently</i> ● write a conclusion in which I restate the main points and may offer a final thought or question for readers to consider ● organize my writing into a sequence of separate sections - I may use headings and subheadings to highlight the separate sections
2	I can do some of the following: <ul style="list-style-type: none"> ● write an introduction in which I help readers get interested in and understand the subject - I let readers know the subtopics that I will develop later as well as the sequence ● write about results by using words and phrases such as <i>consequently</i>, <i>as a result</i>, and <i>because of this</i> - when I compare information, I use phrases such as <i>in contrast</i>, <i>by comparison</i>, and <i>especially</i> - in narrative parts, I use phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> - if I wrote sections that stated an opinion, I used words such as <i>but the most important reason</i>, <i>for example</i>, and <i>consequently</i> ● write a conclusion in which I restate the main points and may offer a final thought or question for readers to consider ● organize my writing into a sequence of separate sections - I may use headings and subheadings to highlight the separate sections
1	I need support to produce writing that is organized.

<p>Quarters 1, 2, 3, or 4</p>	<p>Standard 1: Produces writing that is organized (W.5.1, W.5.2, W.5.3)</p> <p>Opinion (W.5.1)</p>
<p>3</p>	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> ● write an introduction that leads to a claim or thesis and I get my readers to care about my opinion by giving readers information about what is significant about the topic - I find the precise words to state my claim - I let readers know the reasons I will develop later ● use transition words and phrases to connect evidence back to my reasons ● work on a conclusion in which I connect back to and highlight what the text is mainly about, not just the preceding paragraph ● group information and related ideas into paragraphs - I put the parts of my writing in the order that most suits my purpose and helps me prove my reasons and claim
<p>2</p>	<p>I can do some of the following:</p> <ul style="list-style-type: none"> ● write an introduction that leads to a claim or thesis and I get my readers to care about my opinion by giving readers information about what is significant about the topic - I find the precise words to state my claim - I let readers know the reasons I will develop later ● use transition words and phrases to connect evidence back to my reasons ● work on a conclusion in which I connect back to and highlight what the text is mainly about, not just the preceding paragraph ● group information and related ideas into paragraphs - I put the parts of my writing in the order that most suits my purpose and helps me prove my reasons and claim
<p>1</p>	<p>I need support to produce writing that is organized.</p>

Quarters 1, 2, 3, or 4	Standard 2: Produces writing that is developed (W.5.1, W.5.2, W.5.3)	
	Narrative - Personal Narrative (W.5.3)	Narrative - Memoir (W.5.3)
3	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> ● develop characters, setting, and plot throughout my story, especially the heart of the story -to do this, I use a blend of description, action, dialogue, and thinking ● show why characters did what they did by including their thinking and their responses to what happened - I slow down the heart of the story - I made less important parts shorter and less detailed and blended storytelling and summary as needed ● include precise details so that readers can picture the setting, characters, and events - I vary my sentences to create the pace and tone of my narrative 	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> ● develop characters, setting, and plot throughout my story, especially the heart of the story -to do this, I use a blend of description, action, dialogue, and thinking ● show why characters did what they did by including their thinking and their responses to what happened - I slow down the heart of the story - I made less important parts shorter and less detailed and blended storytelling and summary as needed ● include precise details and use figurative language so that readers can picture the setting, characters, and events - I use some objects or actions as symbols to bring forth meaning - I vary my sentences to create the pace and tone of my narrative
2	<p>I can do some of the following:</p> <ul style="list-style-type: none"> ● develop characters, setting, and plot throughout my story, especially the heart of the story -to do this, I use a blend of description, action, dialogue, and thinking ● show why characters did what they did by including their thinking and their responses to what happened - I slow down the heart of the story - I made less important parts shorter and less detailed and blended storytelling and summary as needed ● include precise details so that readers can picture the setting, characters, and events - I vary my sentences to create the pace and tone of my narrative 	<p>I can do some of the following:</p> <ul style="list-style-type: none"> ● develop characters, setting, and plot throughout my story, especially the heart of the story -to do this, I use a blend of description, action, dialogue, and thinking ● show why characters did what they did by including their thinking and their responses to what happened - I slow down the heart of the story - I made less important parts shorter and less detailed and blended storytelling and summary as needed ● include precise details and use figurative language so that readers can picture the setting, characters, and events - I use some objects or actions as symbols to bring forth meaning - I vary my sentences to create the pace and tone of my narrative
1	I need support to produce writing that is developed.	I need support to produce writing that is developed.

Quarters 1, 2, 3, or 4	Standard 2: Produces writing that is developed (W.5.1, W.5.2, W.5.3) Informational (W.5.2)
3	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> ● explain different aspects of a subject - I include a variety of information such as examples, details, dates, and quotes - I use trusted sources and give credit when appropriate - I make sure to research any details that will add to my writing ● work to make my information understandable to readers - I may refer to earlier parts of my text and summarize background information - I let readers know when I am discussing facts and when I am offering my own thinking ● make deliberate word choices to have an effect on my readers - I use the vocabulary of experts and explain key terms - I work to include the exact phrase, comparison, or image that will explain information and concepts ● make choices about which details and facts to include - I also make choices about how to convey my information so it makes sense to readers - I blend storytelling, summary, and other genres as needed and use text features - I use a consistent, inviting, teaching tone and vary my sentences to help readers take in and understand the information
2	<p>I can do some of the following:</p> <ul style="list-style-type: none"> ● explain different aspects of a subject - I include a variety of information such as examples, details, dates, and quotes - I use trusted sources and give credit when appropriate - I make sure to research any details that will add to my writing ● work to make my information understandable to readers - I may refer to earlier parts of my text and summarize background information - I let readers know when I am discussing facts and when I am offering my own thinking ● make deliberate word choices to have an effect on my readers - I use the vocabulary of experts and explain key terms - I work to include the exact phrase, comparison, or image that will explain information and concepts ● make choices about which details and facts to include - I also make choices about how to convey my information so it makes sense to readers - I blend storytelling, summary, and other genres as needed and use text features - I use a consistent, inviting, teaching tone and vary my sentences to help readers take in and understand the information
1	I need support to produce writing that is developed.

Quarters 1, 2, 3, or 4	Standard 2: Produces writing that is developed (W.5.1, W.5.2, W.5.3) Opinion (W.5.1)
3	<p>I can independently and consistently:</p> <ul style="list-style-type: none"> ● give reasons to support my opinion that are parallel and do not overlap - I put them in an order that I think will be most convincing - I include evidence such as facts, examples, quotations, micro-stories, and information to support my claim -I discuss and unpack the way that the evidence goes with the claim ● make deliberate word choices that has an effect on my readers - I reach for the precise phrase, metaphor, or image that conveys my ideas - I make choices about how to angle my evidence to support my points - when it seemed right to do so, I tried to use a scholarly voice and vary my sentences to create the pace and tone of the different sections of my piece
2	<p>I can do some of the following:</p> <ul style="list-style-type: none"> ● give reasons to support my opinion that are parallel and do not overlap - I put them in an order that I think will be most convincing - I include evidence such as facts, examples, quotations, micro-stories, and information to support my claim -I discuss and unpack the way that the evidence goes with the claim ● make deliberate word choices that has an effect on my readers - I reach for the precise phrase, metaphor, or image that conveys my ideas - I make choices about how to angle my evidence to support my points - when it seemed right to do so, I tried to use a scholarly voice and vary my sentences to create the pace and tone of the different sections of my piece
1	I need support to produce writing that is developed.

Quarters 1 - 4	Standard 3: Uses correct grammar, capitalization, and punctuation (L.5.1, L.5.3.a, L.4.2.a, and L.5.2)
3	<p>I can independently and consistently use:</p> <ul style="list-style-type: none"> ● use irregular plural nouns (feet, children), use reflexive pronouns (myself, ourselves), use irregular verbs (sat, hid, told, drove), use adjectives and adverbs, use verb tense to convey various times, recognize and correct inappropriate shifts in verb tense, use appropriate conjunctions, use appropriate clauses, and form and use perfect tense (L.5.1) ● use a variety of simple and complex sentences in my written work (L.5.3.a) ● locate and fix run-on sentences (L.5.3.a) ● expand, combine, and reduce sentences for meaning, interest and style (L.5.3.a) ● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles, and dialogue (L.4.2.a) ● punctuate end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, commas and quotations in dialogue, commas before a conjunction in compound sentences, use appropriate commas with a clause, commas to set off the words “yes” or “no”, commas to set off a tag question from the rest of the sentence, commas to indicate a direct address, and use underlines, quotation marks, or italics to indicate titles of works (L.5.2)
2	<p>I can do some of the following:</p> <ul style="list-style-type: none"> ● use irregular plural nouns (feet, children), use reflexive pronouns (myself, ourselves), use irregular verbs (sat, hid, told, drove), use adjectives and adverbs, use verb tense to convey various times, recognize and correct inappropriate shifts in verb tense, use appropriate conjunctions, use appropriate clauses, and form and use perfect tense (L.5.1) ● use a variety of simple and complex sentences in my written work (L.5.3.a) ● locate and fix run-on sentences (L.5.3.a) ● expand, combine, and reduce sentences for meaning, interest and style (L.5.3.a) ● capitalize the first word in a sentence, the word I, dates, proper nouns, words in titles, and dialogue (L.4.2.a) ● punctuate end marks, commas in a series, commas in dates, apostrophes in possessives, apostrophes in contractions, commas in greetings of a letter, commas in closings of a letter, commas and quotations in dialogue, commas before a conjunction in compound sentences, use appropriate commas with a clause, commas to set off the words “yes” or “no”, commas to set off a tag question from the rest of the sentence, commas to indicate a direct address, and use underlines, quotation marks, or italics to indicate titles of works (L.5.2)
1	I need support to use correct grammar, capitalization, and punctuation.

Quarters 1-4	Standard 4: Uses phonics strategies to spell when writing (L.5.2.e)
3	I can independently and consistently use taught phonics spelling rules in my writing as well as spelling resources.
2	I can use taught phonics spelling rules and spelling resources in my writing some of the time.
1	I need support to use taught phonics spelling rules when writing.

Assessment - Sunday mastery checks and student writing