

NMSD Grade 5 Report Card Rubrics: ELA

Standard: ELA: Reading Literature: Accurately quotes from a text when explaining what the text says explicitly and when drawing inferences RL.5.1,RI.5.1		
4.0	Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	<i>The student is able to: Make and revise predictions as they read. Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they as they read. Make implied inferences about author's decisions and literary elements in the text. Use quotes from the text when explaining what the text says or drawing inferences from the text. Differentiate between appropriate and inappropriate textual support.</i>	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	Approaching Standards: <i>The student is able to:</i> <ul style="list-style-type: none"> • Describe what a grade-appropriate text says explicitly and draw logical inferences 	Partial understanding of concepts and skills Needs help Making some progress/inconsistent
1.5 Partial success at score 2.0 concepts and skills.		
1.0	Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Reading Literature: Summarize a text to determine a theme of a story, drama, or poem RL.5.2		
4.0	Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	<i>The student is able to: Understands how character responds to challenges in a different way. Determine characters' or speakers' roles in stories, dramas, or poems. Explain how particular details reveal a theme. Summarize a text including the central ideas in the original piece.</i>	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	Approaching Standards: <i>The student is able to:</i> <ul style="list-style-type: none"> • Determine a theme or central idea of a grade-appropriate text (RL.5.2; RI.5.2) • Identify details that support a teacher-provided theme or central idea of a grade-appropriate text • Summarize a grade-appropriate text using a teacher-provided graphic organizer 	Partial understanding of concepts and skills Needs help Making some progress/inconsistent
1.5 Partial success at score 2.0 concepts and skills.		
1.0	Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

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Standard: ELA: Reading Informational Text: Analyzes multiple accounts of the same topic noting similarities and differences unique to various points of view. (RI.5.6)		
4.0	Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	<i>The student is able to:</i> Describe the author's overall purpose for writing a text and identify the intended audience. Describe how the author addresses the needs of the audience. Describe how the author's choices reflect his/her view point. Analyze multiple accounts of the same event or topic, noting similarities and differences in the viewpoint represented in the text.	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	Approaching Standards: <i>The student is able to:</i> Identify indicators that an author is expressing a point of view. Determine when accounts of an event or topic differ significantly.	Partial understanding of concepts and skills Inconsistent Needs help Making some progress
1.5 Partial success at score 2.0 concepts and skills.		
1.0	Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Reading Informational Text: Determines two or more main ideas of a text and explains how they are supported by key details; summarize the text RI.5.2		
4.0	Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	<i>The student is able to:</i> Determine two or more main ideas of a text. Recognize how ideas are organized in informational text. Describe or graphically represent the relationship between main ideas and details. Explain how the main ideas are supported by the key details. Summarize the main ideas, capturing the most important parts of the piece.	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	Approaching Standards: <i>The student is able to:</i> <ul style="list-style-type: none"> • Determine a central idea. • Identify details that support a teacher-provided central idea. • Summarize a text using a teacher-provided graphic organizer 	Inconsistent Needs help Making some progress
1.5 Partial success at score 2.0 concepts and skills.		
1.0 Student is making minimal or no progress toward meeting grade expectations.		

NMSD Grade 5 Report Card Rubrics: ELA

Standard: ELA: Foundational Skills: Knows and applies grade level phonics and word analysis skills in decoding words. RF.5.3.a		
4.0	Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<i>The student is able to: Use combined knowledge of letter-sound correspondences, syllabication patterns, and roots and affixes to accurately read unfamiliar words in context and out of context.</i>	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	Approaching Standards: <i>The student is able to:</i> A student earning a 2 has not yet met the standards but is progressing toward achieving skills and learning end-of-year grade-level concepts. Some support from teachers, parents and/or peers is needed.	Partial understanding of concepts and skills Inconsistent Needs help Making some progress
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Foundational Skills: Reads fluently and accurately (RF.5.4)		
4.0	Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<i>The student is able to: Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	Approaching Standards: <i>The student is able to:</i> Read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression using teacher-directed fluency strategies (for example, modeling, listening to recordings of others reading, recording and listening to self reading)	Inconsistent Needs help Making some progress
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically	

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Standard: ELA: Writing: Strengthens writing by planning, revising, editing, and rewriting W.5.5		
4.0	<p>Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.</p>	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	<p><i>The student is able to:</i> The writer uses a plan to draft. The writer finds places to revise so writing is improved. The writer corrects many errors in English language conventions. The writing includes adequate presentation efforts with illustration, format, and style.</p>	(Examples)
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.		
2.0	<p>Approaching Standards: <i>The student is able to:</i></p> <ul style="list-style-type: none"> • Plan writing using a teacher-provided planning template or graphic organizer • Revise and edit writing based on teacher and peer feedback 	Partial Understanding Inconsistent Needs help Making some progress Approaching standard
1.5 Partial success at score 2.0 concepts and skills.		
1.0	<p>Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.</p>	
Standard: ELA: Writing: Conducts short research projects that build knowledge through investigation of different aspects of a topic.W.5.7		
4.0	<p>Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.</p>	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5 In addition to 3.0 performance, partial success at score 4.0 concepts and skills.		
3.0	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	(Examples)
2.5 No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.		
2.0	<p>Approaching Standards:</p> <ul style="list-style-type: none"> • Use teacher-provided sources to answer grade-appropriate research questions • Demonstrate each step of the research process in isolation using a teacher-provided template (for example, generate appropriate keyword searches, locate appropriate sources, record information related to topic) <p>Overall research is a collection of facts loosely related to the research question.</p>	Partial understanding of concepts and skills Inconsistent Needs help Making some progress
1.5 Partial success at score 2.0 concepts and skills.		
1.0	<p>Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.</p>	
	at the 1 level.	

NMSD Grade 5 Report Card Rubrics: ELA

Standard: ELA: Writing: Takes notes when gathering information from print/digital sources and personal experiences; summarizes or paraphrases information in notes and provides a list of resources (W.5.8)		
4.0	Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<i>The student is able to:</i> Takes notes when gathering information from print/digital sources and personal experiences; summarizes or paraphrases information in notes and provides a list of resources.	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<i>The student is able to:</i> Produce minimal notes, needs help summarizing or paraphrasing, and or list of resources is complete	Partial understanding of concepts and skills Inconsistent Needs help Making some progress
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Language: Demonstrates a command of the grade-level conventions of standard English grammar and usage L.5.1		
4.0	Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<i>The student is able to:</i> Use commas correctly (series, introductory phrase, interjections, direct address, and set off a tag question). Use underlining, quotation marks, or italics to indicate title of works. Explain the function of conjunctions, prepositions, and interjections. Form and use the perfect verb tenses. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions. The above performed consistently in writing.	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	Approaching Standards: <i>The student is able to:</i> recognize or recall specific vocabulary, demonstrate conventions in isolation, or correct in response to teacher feedback.	Partial understanding of concepts and skills Inconsistent Needs help Making some progress
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 5 Report Card Rubrics: ELA

Standard: ELA: Language: Acquires and uses grade-level appropriate vocabulary L.5.6		
4.0	<p>Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.</p>	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p><i>The student is able to:</i> Use precise language and domain specific language to inform or explain. Use a variety of transitional words, phrases and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Vocabulary is appropriate for audience and purpose.</p>	Uses words that show contrast, addition, and other logical relationships. (however, although, nevertheless, similarly, moreover, in addition.)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<p>Approaching Standards: <i>The student is able to:</i> Vocabulary may be imprecise, inadequate to convey meaning, or inappropriate for the audience or purpose.</p>	Inconsistent Needs help Making some progress
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<p>Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.</p>	
Standard: ELA: Language: Applies correct spelling of grade level words in written work (L.5.2e)		
4.0	<p>Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.</p>	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p><i>The student is able to:</i> Applies correct spelling of grade level words in written work, consulting references as needed.</p>	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	
2.0	<p>Approaching Standards: <i>The student is able to:</i> Spell grade-appropriate words correctly in isolation</p>	Partial understanding of concepts and skills Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	<p>Well Below Standard at this time: Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.</p>	

NMSD Grade 5 Report Card Rubrics: ELA

Standard: ELA: Speaking and Listening: Effectively engages in discussions within a group (SL.5.1)		
4.0	<p>Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.</p>	<p>Exemplary performance Above and Beyond Articulates concept effectively and with sophistication</p>
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p><i>The student is able to:</i> <i>Come to discussions prepared. Follow agreed-upon rules for discussions. Pose and respond to specific questions. Review the key ideas expressed and draw conclusions.</i></p>	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	<p>Approaching Standards: <i>The student is able to:</i></p> <ul style="list-style-type: none"> • Follow agreed-on rules for discussions and carry out assigned roles (SL.5.1b) • Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner • Prepare for participation in a discussion 	<p>Partial Understanding Inconsistent Needs help Making some progress Approaching standard</p>
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	
Standard: ELA: Speaking and Listening: Identifies, paraphrases, summarizes text or information presented in various formats (SL.5.2, SL.5.1)		
4.0	<p>Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.</p>	<p>Exemplary performance Above and Beyond Articulates concept effectively and with sophistication</p>
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p><i>The student is able to:</i> Students will independently identify, paraphrase, or summarize grade appropriate text presented in diverse media and formats (visually, quantitatively, orally).</p>	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	<p>Approaching Standards: <i>The student is able to:</i></p> <ul style="list-style-type: none"> • Summarize a grade-appropriate text or presented information using a teacher-provided template • Summarize the points a speaker makes 	<p>Partial Understanding Inconsistent Needs help Making some progress Approaching standard</p>
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 5 Report Card Rubrics: ELA

Standard: ELA: Speaking and Listening: Presents information with appropriate facts and relevant descriptive details. SL.5.4, SL. 5.4		
4.0	<p>Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.</p>	Exemplary performance Above and Beyond Articulates concept effectively and with sophistication
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p><i>The student is able to:</i> Students will report on a grade-appropriate topic or text (tell a story, recount an event, present an opinion) in an organized manner with descriptive details to support main ideas or themes. Include multimedia components (for example, graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes (SL.5.5)</p>	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	<p>Approaching Standards: Student requires additional support such as teacher provided graphic organizer or template.</p>	Partial Understanding Inconsistent Needs help Making some progress Approaching standard
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	

NMSD Grade 5 Report Card Rubrics: ELA

Standard: ELA: Speaking and Listening: Speaks clearly with appropriate pace, volume and expression. (SL.5.6)		
4.0	<p>Exceeds Standards: Student exceeds expectations by independently applying and utilizing concepts and skills. A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, few students perform consistently at this level.</p>	<p>Exemplary performance Above and Beyond Articulates concept effectively and with sophistication</p>
3.5	In addition to 3.0 performance, partial success at score 4.0 concepts and skills.	
3.0	<p><i>The student is able to:</i> Present ideas in logical sequence in discussions and presentations. Further, the student applies appropriate speaking techniques (volume, pace, eye contact) and exhibits no major errors or omissions.</p>	(Examples)
2.5	No major errors or omissions regarding 2.0 performance, partial success at score 3.0 concepts and skills.	(example)
2.0	<p>Approaching Standards: Student utilizes at least one of the speaking techniques (volume, pace, eye contact). However, exhibits major errors or omissions regarding the more complex ideas and processes</p>	<p>Partial Understanding Inconsistent Needs help Making some progress Approaching standard</p>
1.5	Partial success at score 2.0 concepts and skills.	
1.0	Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.	