

# Rubrics for Literacy and Math – Fifth Grade

<b>Rubric - Literacy</b>				
<b>Standard W 5.1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can write an opinion essay with supporting evidence to create understanding or persuasion for others.	<ul style="list-style-type: none"> <li>*Opinion is not clearly stated.</li> <li>*Writing is taking tangents or has circular reasoning.</li> <li>*Lacks transitions</li> <li>*Less than 3 reasons and little to no text evidence to support opinion.</li> <li>*Has no concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>*Brief thesis statement with opinion.</li> <li>*Inconsistent point of view throughout.</li> <li>*Transitions are not smooth.</li> <li>*3+ reasons with little to no text evidence to support opinion.</li> <li>*Concluding statement does not fully support or reflect opinion.</li> </ul>	<ul style="list-style-type: none"> <li>*Strong thesis statement with a clear opinion.</li> <li>*Consistent point of view throughout.</li> <li>*Fluent transitions</li> <li>*Text evidence to support each of 3+ reasons.</li> <li>*Concluding statement that reflects initial opinion clearly.</li> </ul>	<p>Includes everything listed in "3"</p> <p style="text-align: center;"><b>AND</b></p> <p>Uses counter-claim(s) in order to give other viewpoints and establish opinion in comparison.</p> <p style="text-align: center;"><b>OR</b></p> <p>Uses effective elaboration to explain reasons.</p>

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<b>Rubric - Literacy</b>				
<b>Standard W 5.2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can write an informative essay, with supporting evidence, and express my ideas/ information clearly.	<ul style="list-style-type: none"> <li>*No thesis statement.</li> <li>*No topic sentence(s).</li> <li>*Information was not organized into paragraphs or sections, and/or was not grouped effectively.</li> <li>*No Conclusion</li> <li>*No academic language present.</li> <li>*Used little to no information from the text.</li> </ul>	<ul style="list-style-type: none"> <li>*Introduced with an unclear thesis statement.</li> <li>*Includes paragraphs, or sections, may or may not have topic sentences in each.</li> <li>*Paragraphs may not be grouped effectively.</li> <li>*Lacking smooth transitions.</li> <li>*Conclusion may be unrelated.</li> <li>*Some academic language present.</li> <li>*Included only a few facts, definitions, details, quotations, examples, or keywords from the text.</li> </ul>	<ul style="list-style-type: none"> <li>*Clearly introduces thesis statement.</li> <li>*Topic sentence in each paragraph.</li> <li>*Related information is grouped together in paragraphs or sections.</li> <li>*Fluent transitions.</li> <li>*Includes a conclusion that relates to the topic.</li> <li>*Consistently used academic language to support topic.</li> <li>*Used information from the text.</li> <li>*Included facts, definitions, details, quotations, and examples to present the information.</li> </ul>	<p>Includes everything listed in "3"</p> <p style="text-align: center;"><b>AND</b></p> <p>Clearly introduced the topic with a thesis statement in a creative way and clear topic sentences within each paragraph.</p> <p style="text-align: center;"><b>AND</b></p> <p>Effectively included information from the text including many facts, definitions, quotations, and/or examples to present the information.</p>

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Rubric - Literacy				
Standard L 5.2	1	2	3	4
I can use correct conventions when writing.	<ul style="list-style-type: none"> <li>*Uses commas inappropriately or not at all.</li> <li>*Uses underlining, quotations, or italics inappropriately or not at all.</li> <li>*Consistent spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses commas inconsistently.</li> <li>*Uses underlining, quotations, or italics inconsistently.</li> <li>*Spelling is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses appropriate capitalization.</li> <li>*Uses commas to separate items in a series.</li> <li>*Uses a comma to separate an introductory element from a sentence.</li> <li>*Uses a comma to set off the words yes and no, to set off a tag question from the rest of a sentence, and to indicate direct address.</li> <li>*Consistently uses underlining, quotation marks, or italics correctly.</li> <li>*Consistently spells grade appropriate words correctly, using a dictionary as needed.</li> </ul>	<p>Includes everything listed in "3"</p> <p style="text-align: center;"><b>AND</b></p> <p>Independently recognizes errors in their writing and finds resources to effectively correct them.</p>

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<b>Rubric - Literacy</b>				
<b>Standard L 5.4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can determine the meaning of unknown and multiple-meaning words.	<p>*Inappropriately determines the meaning of words or phrases by using context clues.</p> <p>*Inappropriately uses Greek and Latin affixes and roots to determine the meaning of a word I don't know.</p> <p>*Does not use dictionaries, thesauruses, and/or glossaries to clarify the meaning of a word.</p>	<p>*Inconsistently determines the meaning of words or phrases by using context clues.</p> <p>*Inconsistently uses Greek and Latin affixes and roots to determine the meaning of unknown words.</p> <p>*Sometimes uses dictionaries, thesauruses, and/or glossaries to clarify the meaning of a word.</p>	<p>*Determines the meaning of words or phrases by using context clues.</p> <p>*Consistently uses Greek and Latin affixes and roots to determine the meaning of unknown words.</p> <p>*Uses dictionaries, thesauruses, and glossaries to clarify the meaning of a word.</p>	<p>Includes everything listed in "3"</p> <p><b>AND</b></p> <p>Use context clues correctly and effectively to elaborate in writing.</p> <p><b>AND</b></p> <p>Use advanced language and words with Greek and Latin affixes correctly and effectively in their writing.</p>

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Rubric - Literacy				
Standard RF 5.3	1	2	3	4
I can decode grade level words in and out of context.	Uses limited knowledge of phonics and syllabication to decode an unfamiliar multisyllabic word, but cannot analyze its meaning based on root words and affixes.	Uses combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words in context <b>or</b> out of context in grade-level text.	Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context <b>and</b> out of context in grade-level text.	Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context in text <b>across curriculum.</b>

Rubric - Literacy				
Standard RL 5.2	1	2	3	4
I will be able to determine the theme in a piece of text. I will be able to summarize a text.	Unable to identify theme or determine how characters respond to challenges.	*Can identify theme, but doesn't get specific and doesn't cite evidence for the theme. *Can identify challenges and characters and how characters respond but can't identify theme.	*Can cite evidence from text clues that lead them to the theme. *Can identify characters and how they respond to challenges in the story. *Uses the above information to summarize the text in a fifth grade text.	Includes everything listed in "3"  <b>AND</b>  Identify multiple themes.

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<b>Rubric - Literacy</b>				
<b>Standard RL/RI 5.1?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can cite evidence from a text to support my explanations and inferences.	Explain what the text says, or make an inference, without any text evidence.	Explain what the text says, make inferences and quote the text at least once to support response.	Explain what the text says, make inferences, and consistently quote the text two or more times to support responses.	Uses both direct quotes and deeper thinking, which goes beyond the text, to support explanations and inferences.

<b>Rubric - Literacy</b>				
<b>Standard RI 5.5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can compare and contrast the overall structure in two or more texts.	Can identify a few different text structures but cannot compare or contrast structures in text.	With help, can identify the different text structures, but cannot compare or contrast them.	Uses keywords to identify text structure, compare and contrast at least two, and list similarities/differences between the texts.	Includes everything listed in "3"  <b>AND</b>  Uses the information to more clearly understand and explain text.

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Rubric - Literacy				
Standard RL/RI 5.10	1	2	3	4
<p>I can read grade level text accurately to support comprehension</p> <p>·</p> <p>I can use appropriate phrasing to read at 130 - 145 WPM to support comprehension</p> <p>·</p> <p>I can read with expression that conveys meaning and understanding to support comprehension</p> <p>·</p>	<p>Reading a grade level text at 85% accuracy or reading a lower level text at 95% accuracy (2 grades below) with adequate comprehension.</p> <p>Reads word by word below 110 WPM, sounds choppy with adequate comprehension</p> <p>·</p> <p>Reads in a monotone voice.</p>	<p>Reading a grade level text at 90-94% accuracy or reading a lower level text at 95% (one grade below) with adequate comprehension.</p> <p>Reads word by word at 110-129 WPM with evidence of chunking text with adequate comprehension</p> <p>·</p> <p>Occasionally uses expression while reading text.</p>	<p>Reading a grade level text at 95% accuracy with adequate comprehension.</p> <p>Reads at 130-145 WPM with appropriate phrasing and adequate comprehension. Reads using expression and tone for dialogue and punctuation.</p>	<p>Reading a grade level text above 95% accuracy.</p> <p><b>AND</b></p> <p>Reads beyond 145 WPM with appropriate phrasing</p> <p><b>AND</b></p> <p>Demonstrates excellent comprehension</p> <p>·</p>

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<b>Rubric - Literacy</b>				
<b>Standard RI 5.2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can determine main ideas of a text with supporting details and use this to help summarize the text.	<p>*Difficulty identifying the main idea of a text.</p> <p>*Identify details from the text that will are not related to the main idea.</p> <p>*Student copies exact words from text to summarize, or uses non-related ideas and details.</p>	<p>*Identify one main idea.</p> <p>*Identify 1 key detail that supports the main idea.</p> <p>*Summarize in their own words using the above information.</p>	<p>*Clearly identify two main ideas.</p> <p>*Clearly Identify two or more key details that support each of the main ideas.</p> <p>*Summarize the text in own words using the above information.</p>	<p>Determines two or more main ideas, and a central idea of a text, that is on or beyond grade level, and can effectively use key details to support their ideas.</p> <p>Can clearly and logically summarize the text using all of the important information from above.</p>

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Rubric - Math				
Standard 5.NBT.3	1	2	3	4
<p>I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form.</p> <p>I can compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	<p>*Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <p>*Compares multi digit whole numbers with the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math> and justifies the conclusions.</p>	<p>*With support, reads and writes decimals to thousandths using base-ten numerals, number names, and expanded form.</p> <p>*With support, compares two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p>*Independently reads and writes decimals to thousandths using base-ten numerals, number names, and expanded form.</p> <p>*Independently compares two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p>*Independently describes the relationship between base-ten, number names, and expanded form.</p> <p>*Proves that a decimal is greater, less than, or equal to another by using multiple representations (pictures, numbers, and mathematical reasoning).</p>

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<b>Rubric - Math</b>				
<b>Standard 5.NBT.5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can fluently multiply multi-digit whole numbers using the standard algorithm.	Multiplies single digit numbers <b>OR</b> Can multiply multi-digit numbers using strategies based on place value and the properties of operations with support.	Multiplies three-digit by one-digit whole numbers, using the standard algorithm. <b>OR</b> Multiplies multi-digit whole numbers using the standard algorithm with support.	Independently multiplies multi-digit whole numbers using the standard algorithm.	Fluently multiplies multi-digit whole numbers, in real-world and Mathematical contexts, using the standard algorithm.

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<b>Rubric - Math</b>				
<b>Standard 5.NBT.7</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value.	Add and subtract whole numbers to hundreds using representations such as concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add and subtract decimals to hundredths, using representations such as concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction with support.	*Add and subtract decimals to hundredths, using representations such as concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. *Relate the strategy to a written method and explain their relationship.	Add and subtract decimals to the hundredths place, in a real-world or mathematical context.

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<b>Rubric - Math</b>				
<b>Standard 5.AO.1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>I can write simple expressions that record calculations with numbers using parentheses, brackets, or braces to numerical expressions.</p> <p>I can evaluate numerical expressions that include parentheses, brackets, or braces in numerical expressions.</p> <p>I can interpret numerical expressions without evaluating them.</p>	<p>Demonstrates the use of the four operations.</p>	<p>*Demonstrates an understanding of the four operations and can list the order of operations, including parentheses, brackets, and braces.</p> <p>*Writes and interprets simple numerical expressions.</p>	<p>Uses parentheses, brackets, or braces in numerical expressions, and evaluates expressions with these symbols.</p>	<p>Connects the parentheses, brackets, and braces to a real world problem and evaluates expressions.</p>

**\*Examples of Proficiency 5.AO.1**