

ELA Standards-Based Grading Rubric – Fifth Grade

Domain: Reading							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5RL1	With prompting and support, the student can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student inconsistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from a text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5RL2	With prompting and support, the student can determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic and can summarize the text.	The student inconsistently determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic and can summarize the text.	The student consistently determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic and can summarize the text.	The student consistently determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic and can summarize text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5RL3	With prompting and support, the student can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	The student inconsistently compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	The student consistently compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	The student consistently compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5RL4	With prompting and support, the student can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	The student inconsistently determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	The student consistently determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	The student consistently determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes in text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3

ELA Standards-Based Grading Rubric – Fifth Grade

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5RL5	With prompting and support, the student can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	The student inconsistently explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	The student consistently explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	The student consistently explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Describe how a narrator's or speaker's point of view influences how events are described.	5RL6	With prompting and support, the student can describe how a narrator's or speaker's point of view influences how events are described.	The student inconsistently describes how a narrator's or speaker's point of view influences how events are described.	The student consistently describes how a narrator's or speaker's point of view influences how events are described.	The student consistently describes how a narrator's or speaker's point of view influences how events are described in text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
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).	5RL7	With prompting and support, the student can 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).	The student inconsistently analyzes 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).	The student consistently analyzes 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).	The student consistently analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	5RL9	With prompting and support, the student can compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	The student inconsistently compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	The student consistently compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	The student consistently compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics in a text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5RI1	With prompting and support, the student can quote accurately from a text when explaining what the text says explicitly and when	The student inconsistently quotes from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from a text above the fifth	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4

ELA Standards-Based Grading Rubric – Fifth Grade

		drawing inferences from the text.			grade stretch band (1010L).		
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5RI2	With prompting and support, the student can determine two or more main ideas of a text and explain how they are supported by key details and summarizes the text.	The student inconsistently determines two or more main ideas of a text and explain how they are supported by key details and summarizes the text.	The student consistently determines two or more main ideas of a text and explain how they are supported by key details and summarizes the text.	The student consistently determines two or more main ideas of a text and explain how they are supported by key details and summarizes text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5RI3	With prompting and support, the student can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	The student inconsistently explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	The student consistently explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	The student consistently explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5RI4	With prompting and support, the student can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	The student inconsistently determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	The student consistently determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	The student consistently determines the meaning of general academic and domain-specific words and phrases in a text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5RI5	With prompting and support, the student can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	The student inconsistently compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	The student consistently compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	The student consistently compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4

ELA Standards-Based Grading Rubric – Fifth Grade

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	5RI6	With prompting and support, the student can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	The student inconsistently analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	The student consistently analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	The student consistently analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in texts above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	5RI7	With prompting and support, the student can draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	The student inconsistently draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	The student consistently draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	The student consistently draws on information from multiple print or digital sources (above 1010L), demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	5RI8	With prompting and support, the student can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	The student inconsistently explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	The student consistently explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	The student consistently explains how an author uses reasons and evidence to support particular points in a text (above 1010L), identifying which reasons and evidence supports which point(s).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5RI9	With prompting and support, the student can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	The student inconsistently integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	The student consistently integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	The student consistently integrates information from several texts on the same topic (above 1010L) in order to write or speak about the subject knowledgeably.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4

ELA Standards-Based Grading Rubric – Fifth Grade

Domain: Foundational Skills							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Knows and applies grade-level phonics and word analysis skills in decoding.	5RF3 (a)	With prompting and support, the student is able to identify and know meanings of common prefixes and suffixes, decode common Latin suffixes, and decode multisyllabic words.	The student inconsistently identifies and knows meanings of common prefixes and suffixes, decodes common Latin suffixes, and decodes multisyllabic words.	The student consistently identifies and knows meanings of common prefixes and suffixes, decodes common Latin suffixes, and decodes multisyllabic words.		i-Ready Phonics i-Ready High Frequency Words Word Study Kit 2	Q1, Q2, Q3, Q4
Reads with accuracy and fluency to support comprehension.	5RF4 (a-c)	Reads 0-100 words per minute with 0%-93% accuracy	Reads 101-119 words per minute with 94%-96% accuracy.	Reads 120-130 words per minute with 97% accuracy.	Reads more than 130 words per minute correctly with 97-100% accuracy.	Running record Benchmark Oral Reading Fluency Passages	Q1, Q2, Q3, Q4

Domain: Writing							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Writes opinion pieces and supports point of view with reasons.	5W1 (a-d)	Requires teacher prompting and support to write an opinion piece including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section.	Inconsistently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g. because, and, also) to connect opinion and reasons, and provides a concluding statement or section. The development is largely appropriate to the task and purpose.	Consistently writes opinion pieces including an introduction to a topic or book, opinion statement, and reasons that support the opinion, uses linking words (e.g. because, and, also) to connect opinion and reasons, and provides a concluding statement or section. The development is largely appropriate to the task and purpose.		Opinion Performance Task	Q3, Q4
Writes informative/explanatory text to introduce a topic, give facts, and closure.	5W2 (a-e)	Requires teacher prompting and support to write informative/explanatory texts, directly related to text/media, by introducing a topic, using facts and	Inconsistently writes informative/explanatory texts to examine a topic and convey ideas and information clearly, by introducing a topic, using facts and definitions to develop points, and providing a	Consistently writes informative/explanatory texts to examine a topic and convey ideas and information clearly, by introducing a topic, using facts and definitions to develop points, and providing a		Informational Performance Task	Q2, Q4

ELA Standards-Based Grading Rubric – Fifth Grade

		definitions to develop points, and providing a concluding statement or section.	concluding statement or section. The development is largely appropriate to the task and purpose.	concluding statement or section. The development is largely appropriate to the task and purpose.			
Writes narratives using sequenced events, details, temporal words, and closure.	5W3 (a-e)	Requires teacher prompting and support to write narrative pieces including developing real or imagined experiences, establishing a situation, introducing a narrator or characters, organizing an event that unfolds naturally, using dialogue and descriptions of actions, thoughts and feelings to develop experiences, temporal words and phrases to signal event order, and providing a sense of closure.	Inconsistently writes narrative pieces including developing real or imagined experiences, establishing a situation, introducing a narrator or characters, organizing an event that unfolds naturally, using dialogue and descriptions of actions, thoughts and feelings to develop experiences, temporal words and phrases to signal event order, and providing a sense of closure. The development is largely appropriate to the task and purpose.	Consistently writes narrative pieces including developing real or imagined experiences, establishing a situation, introducing a narrator or characters, organizing an event that unfolds naturally, using dialogue and descriptions of actions, thoughts and feelings to develop experiences, temporal words and phrases to signal event order, and providing a sense of closure. The development is largely appropriate to the task and purpose.		Narrative Performance Task	Q1, Q4
Uses the writing process.	5W5	With prompting and support, the student focuses on a topic and strengthens writing as needed by revising and editing.	The student inconsistently focuses on a topic and strengthens writing as needed by revising and editing.	The student consistently focuses on a topic and strengthens writing as needed by revising and editing.		All Performance Tasks	Q1, Q2, Q3, Q4
Conducts short research projects that build knowledge about a topic.	5W7	With prompting and support, the student conducts short research projects that build knowledge about a topic.	The student inconsistently conducts short research projects that build knowledge about a topic.	The student consistently conducts short research projects that build knowledge about a topic.		All Performance Tasks	Q1, Q2, Q3, Q4
Recalls information from experience or gathers information from print and digital sources.	5W8	With prompting and support, the student recalls information from experience or gathers information from print and digital sources.	The student inconsistently recalls information from experience or gathers information from print and digital sources.	The student consistently recalls information from experience or gathers information from print and digital sources.		All Performance Tasks	Q1, Q2, Q3, Q4
Draw evidence from literary or informational texts to support	5W9 (a-b)	With prompting and support, the student draws evidence from literary or informational texts to	The student inconsistently draws evidence from literary or informational texts to support	The student consistently draws evidence from literary or informational texts to support		All Performance Tasks	Q1, Q2, Q3, Q4

ELA Standards-Based Grading Rubric – Fifth Grade

analysis, reflection, and research.		support analysis, reflection, and research.	analysis, reflection, and research.	analysis, reflection, and research.		
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Domain: Language and Vocabulary							
Indicator	Standard	1 – Beginner Learner	2–Developing Learner	3–Proficient Learner	4–Distinguished Learner	Evidence	Assessed
Demonstrate command of the conventions of standard English grammar to include capitalization, punctuation, and spelling when speaking and writing.	5L1(a-e) 5L2(a-e) 5L3(a-b)	With prompting and support, the student is able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary.	The student is inconsistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary.	The student is consistently able to use standard English grammar and conventions of language and acquires, understands, and uses new diverse vocabulary.		All Performance Tasks Writing & Language Handbook pages 159-211	Q1, Q2, Q3, Q4
Determine and use strategies to clarify the meaning of unknown and multiple meaning words and phrases.	5L4(a-c)	With prompting and support, the student can use context clues to uncover meaning of unknown words.	The student can inconsistently use context clues to uncover meaning of unknown words.	The student can consistently use context clues to uncover meaning of unknown words.		All Performance Tasks Writing & Language Handbook pages 159-211	Q1, Q2 Q3, Q4
Demonstrate understanding of word relationships & nuances in word meanings.	5L5(a-c)	With prompting and support, the student is able to use vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs.	The student inconsistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs.	The student consistently uses vocabulary in real life connections and distinguish shades of meaning among verbs and adverbs.		All Performance Tasks Writing & Language Handbook pages 159-211	Q1, Q2 Q3, Q4