

Semester TWO Rubric – GRADE 5

**Reading**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
A student must be reading at the text level indicated <b>AND</b> demonstrate listed knowledge/skills:				
Quarter Benchmarks	Q3 & Q4 = Level W↑	Q3 = Level U & V↑ Q4 = Level V↑	Q3= Level T↑ Q4 = Level U↑	Q3 = Level S↓ Q4 = Level T↓
<p>Uses a variety of word-solving strategies (WI A 4.1)</p>	<ul style="list-style-type: none"> <li>• Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<p>Uses a variety of word-solving strategies to understand unfamiliar words such as:</p> <ul style="list-style-type: none"> <li>✓ applying knowledge of letter-sound relationships</li> <li>✓ analyzing word structures</li> <li>✓ using context clues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading at or below grade level and demonstrates limited use of proficient skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading below grade level and demonstrates little understanding of proficient skills</li> <li>▪ Student requires intensive teacher help</li> </ul>
<p>Applies comprehension strategies to understand a variety of texts</p> <p><b>Instructional Expectation:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher models and provides practice of comprehension strategies: makes connections, questions, visualizes, determines importance, infers, predicts, synthesizes</li> <li>▪ Teacher models and provides practice with a variety of non-fiction and fiction materials</li> </ul> <p>(WI A 4.1)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<ul style="list-style-type: none"> <li>▪ Responses (oral &amp; written) demonstrate strategy use and clear understanding</li> <li>▪ Comprehends by using strategies such as:                             <ul style="list-style-type: none"> <li>✓ activating prior knowledge</li> <li>✓ establishing purpose</li> <li>✓ making predictions</li> <li>✓ finding context clues</li> <li>✓ developing visual images</li> <li>✓ applying knowledge of text structures</li> <li>✓ making connections</li> <li>✓ asking questions</li> <li>✓ determining importance</li> <li>✓ synthesizing information</li> </ul> </li> <li>▪ Demonstrates effective behaviors such as:                             <ul style="list-style-type: none"> <li>▪ self-correcting &amp; self-monitoring</li> <li>▪ rereading</li> <li>▪ adjusting reading rate according to purpose and difficulty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading at or below grade level and demonstrates limited use of proficient skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading below grade level and demonstrates little understanding of proficient skills</li> <li>▪ Student requires intensive teacher help</li> </ul>

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Combines prior knowledge with text clues to deepen understanding (makes inferences) (WIA 4.2)	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> <li>▪ Creates comprehensive predictions and inferences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gains additional meaning by making inferences</li> <li>▪ Uses a variety of grade appropriate reading materials to understand plots, make predictions, and relate readings to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading at or below grade level and demonstrates limited use of proficient skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student is reading below grade level and demonstrates little understanding of proficient skills</li> <li>▪ Student requires intensive teacher help</li> </ul>
Skills not dependent on reading level:				
Reads aloud with fluency and expression (WIA 4.1)	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attends to meaning</li> <li>▪ Reads aloud with grade-appropriate fluency, accuracy and expression</li> <li>▪ Some rereading or word-by-word reading to problem solve</li> <li>▪ Often attends to phrasing and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently understands or applies proficient skills and/or requires teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates little understanding of proficient skills and/or requires intensive teacher help</li> </ul>

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Skills not dependent on reading level:				
<p>Identifies and responds to elements of literature (WI A 4.2, WI A 4.3, and WI A 4.4)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> </ul>	<p>As grade appropriate:</p> <ul style="list-style-type: none"> <li>▪ Summarizes main events/ideas and details (oral and written)</li> <li>▪ Identifies cause and effect relationships</li> <li>▪ Identifies, interprets and summarizes key points/ details from literature, informational text and other sources</li> <li>▪ Grade-appropriately recognizes and recalls elements and details of story structure in order to reflect meaning such as: sequence of events, plot, character and setting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently understands or applies proficient skills and/or requires teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates little understanding of proficient skills and/or requires intensive teacher help</li> </ul>
<p>Selects and reads text independently for a grade-appropriate amount of time (WI A 4.1 and WI A 4.3)</p>	<ul style="list-style-type: none"> <li>▪ Demonstrates all proficient skills while reading advanced text independently</li> <li>▪ Reads for extended time (60+ minutes) – developing reading stamina and skill</li> <li>▪ Reads from different genres choosing books by author, topic or specific information</li> <li>▪ Creates a purpose for reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies a purpose for reading, such as:                             <ul style="list-style-type: none"> <li>✓ gaining information</li> <li>✓ learning about a point of view</li> <li>✓ appreciating literature</li> <li>✓ discovery or enjoyment</li> </ul> </li> <li>▪ Reads for 40 to 50 minutes (developing reading stamina and skill)</li> <li>▪ Some preferences for different genres, authors, topics</li> <li>▪ Chooses appropriately-leveled material for independent reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently understands proficient skills and/or requires teacher help</li> <li>▪ Sometimes reads for 30 minutes</li> <li>▪ Little experimentation with different genres</li> <li>▪ Sometimes chooses appropriately-leveled material for independent reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates little understanding of proficient skills and/or requires intensive teacher help</li> <li>▪ Reluctantly reads (under 30 minutes)</li> <li>▪ Requires teacher direction to experiment with genres</li> <li>▪ Routinely requires teacher support to choose appropriately-leveled materials for independent reading</li> </ul>

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Skills not dependent on reading level:				
<p>Uses the research process to gather, organize and present information from nonfiction text</p> <p>(WI A 4.1, WI A 4.4 and WI F 4.1)</p> <p><b>Instructional expectation:</b></p> <p>Integrate research reading in to all curricular areas.</p> <p>NOTE – not assessed Q1</p>	<ul style="list-style-type: none"> <li>• Demonstrates all proficient skills while reading advance text independently as well as:                             <ul style="list-style-type: none"> <li>○ Identifies a challenging topic of interest (formulates a question) then seeks information by independently investigating text resources</li> <li>○ Analyzes how text and illustrations connect to convey meaning (print, non-print and electronic sources)</li> <li>○ Constructs and uses organizational features of text, such as headings, paragraphs and format to improve understanding and communicate learning</li> </ul> </li> <li>• Exceeds grade-level expectation for research behaviors and resulting writing and/or product</li> </ul>	<p><b>With teacher guidance:</b></p> <ul style="list-style-type: none"> <li>▪ Identifies a topic of interest (formulates a question) then seeks information by investigating available text sources</li> <li>▪ Understands how text and illustrations connect to convey meaning (print, non-print and electronic sources)</li> <li>▪ Identifies and uses organizational features of texts, such as headings, paragraphs, and format, to improve understanding</li> <li>▪ Recognizes, records, organizes and acknowledges pertinent information (blending discoveries into answers)</li> <li>▪ Summarizes key details of informational texts, connecting new information to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently understands or applies proficient skills and/or requires teacher help</li> <li>▪ Student struggles to continue research process without teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates little understanding of proficient skills and requires intensive teacher help</li> </ul>