

Scoring Criteria for the Fifth Grade Report Card

A Reference Guide for Parents



Dear Parents,

The report card will give you a general picture of your child's progress to date in reading, mathematics, writing, communication, science, social studies, PE, and music. It also includes scores for effort in all areas as well as in the social/learning skills and art.

The attached scoring criteria (rubrics) are used by your child's teacher for determining scores on the report card. We have included the scoring criteria for parents as a reference only, to give more detailed information about grade level expectations and to help you more clearly understand your child's level of performance.

Please note that a child's level of performance (noted as 1, 2, 3 or 4 for the reporting period) is not an "averaging" of scores, but an indication of current performance level. So, for instance, if six evaluations were completed during the grading period with scores of 1, 1, 1, 3, 3, 3, the student would be noted as performing now at a "3" level since the last three indicators remained at that level.

Reading Rubric for Report Card (5th Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Understands and Applies Different Skills and Strategies to Read	Understands the Meaning of What is Read	Reads Different Materials for a Variety of Purposes
<ul style="list-style-type: none"> • Uses strategies including decoding, self-correcting, re-reading, and context clues. • Applies word study skills such as origins, prefixes, and suffixes. • Reads a variety of texts with fluency and expression. • Adjusts rate to match text and purpose. • Skims or scans for information. • Uses features of nonfiction texts (e.g. headings, index). 	<ul style="list-style-type: none"> • Uses knowledge of text structures or story elements to respond, retell, or summarize. • Comprehends and summarizes important ideas and details. • Makes inferences and predictions. • Finds similarities and differences between two or more texts. • Separates fact from opinion. • Responds to information gained from reading and expresses personal insights. • Evaluates information gained through text and illustration. • Identifies literary devices such as figurative language and exaggeration. 	<ul style="list-style-type: none"> • Reads to learn new information from a variety of resource material. • Reads to perform a task. • Reads a variety of genres. • Uses dictionaries, glossaries, thesauruses, and other tools to increase vocabulary. • Uses tables, maps, graphs, and other tools for a specific purpose.

The student

4=Exceeds Standard	consistently and independently uses a variety of skills and strategies to read unfamiliar materials that are one or more years above grade level.	consistently shows complete understanding of texts one or more years above grade level.	consistently and effectively self- selects and uses appropriate text for a given purpose.
3=Meets Standard	usually uses skills and strategies to read grade level material independently.	usually reads and understands text appropriate to grade level.	usually selects and uses appropriate text for a given purpose.
2=Approaches Standard	sometimes uses skills and strategies to read material independently.	sometimes reads and understands text appropriate to grade level.	sometimes selects and uses text for a given purpose with teacher guidance.
1=Below Standard	seldom uses skills or strategies to read.	seldom reads and understands text appropriate to grade level.	needs considerable assistance selecting and using text for a given purpose.

Effort (personal best)

- Reads independently.
- Participates in reading experiences.
- Shows interest in improving reading skills.

The student . . .

4=Exceeds Standard	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates effort.
2=Approaches Standard	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates effort.

Writing Rubric for Report Card (5th Grade)
Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time

Writes Clearly and Effectively	Understands and Uses Conventions	Understands and Uses the Writing Process
<ul style="list-style-type: none"> Writes with increasing elaboration and detail (ideas and word choice). Varies sentence patterns (sentence fluency). Includes a main idea, introduction, supporting details and conclusion (organization). Uses transitions between paragraphs (organization). Uses language that is precise, engaging, and well suited to the topic and audience (voice). 	<ul style="list-style-type: none"> Uses correct punctuation. Uses appropriate capitalization. Uses correct grammar. Uses appropriate sentence structure. Uses correct spelling of grade level words. Uses resources to find correct spelling for words identified as misspelled. 	<ul style="list-style-type: none"> Uses prewriting strategies for creating a draft with a focus on meaning and purpose. Creates a draft, elaborating on an initial idea. Revises to clarify meaning, improve organization, elaborate on ideas and respond to feedback. Uses appropriate reference tools to correct mechanics and grammar. Publishes a final draft. Uses technology to produce a finished product when appropriate.

The student

4=Exceeds Standard	consistently demonstrates exceptionally clear and effective writing skills independently.	consistently uses accurate and complex conventions to enhance meaning and style of text.	consistently uses all elements of the writing process appropriately and with independence.
3=Meets Standard	usually demonstrates clear and effective writing skills independently.	usually uses appropriate conventions with some errors; errors do not detract from the meaning of the text.	usually uses all elements of the writing process appropriately and independently.
2=Approaches Standard	sometimes demonstrates clear and effective writing skills independently.	sometimes uses appropriate conventions, but frequent errors detract from the meaning of the text.	sometimes uses the elements of the writing process appropriately and independently.
1=Below Standard	seldom demonstrates clear and effective writing skills even with teacher assistance.	seldom uses basic conventions limiting the reader's understanding of the text.	seldom uses the elements of the writing process effectively, even with teacher guidance.

Writing Rubric for Report Card (5th Grade)

Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard;

2 = Approaches Standard;

1 = Below Standard – Area of Concern;

NA = Not Assessed at This Time

Writes in a Variety of Forms for Different Audiences and Purposes	Analyzes and Evaluates Effectiveness of Writing	Handwriting
<ul style="list-style-type: none"> Writes to meet the needs of different audiences. Writes for a variety of purposes including expository, narrative, persuasive, literary analysis, and business. Continues to write with range of forms (e.g., stories, journals, letters, essays, articles, summaries, etc.). Cites sources when writing reports or technical documents. Responds to prompts (e.g., explain, tell a story, etc.). 	<ul style="list-style-type: none"> Reflects on own writing. Uses writing traits criteria. Asks for and considers feedback from peers. Provides feedback on other's writing. 	<ul style="list-style-type: none"> Uses correct size and shape of letters in daily written work.

The student

4=Exceeds Standard	consistently writes with exceptional skill in a variety of forms for specific audiences and purposes independently.	consistently, and with exceptional skill, uses writing traits criteria to evaluate the writing of self and others independently.	consistently writes legibly and neatly.
3=Meets Standard	usually writes in a variety of forms for specific audiences and purposes independently.	usually uses writing traits criteria to evaluate the writing of self and others independently.	usually writes legibly and neatly.
2=Approaches Standard	sometimes writes in a variety of forms for specific audiences and/or purposes independently.	sometimes uses writing traits criteria to evaluate the writing of self and others independently.	sometimes writes legibly and neatly.
1=Below Standard	seldom writes in a variety of forms for specific audiences or purposes even with teacher guidance.	seldom uses writing traits criteria to evaluate the writing of self and others even with teacher guidance.	seldom writes legibly and neatly.

Effort (personal best)

<ul style="list-style-type: none"> Writes independently. Self-selects a variety of writing modes. Demonstrates an interest in writing experiences. Shows an interest in improving writing skills.

The student

4=Exceeds Standard	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates effort.
2=Approaches Standard	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates effort.

Mathematics Rubric for Report Card (5th Grade)

Scale 1-4

4 = Exceeds Standard;

3 = Meets Standard;

2 = Approaches Standard – Needs Additional Support and Practice;

1 = Below Standard – Area of Concern;

NA = Not Assessed at This Time

Number Sense		Measurement	Geometric Sense
	<ul style="list-style-type: none"> Knows basic multiplication and division facts. Identifies, represents, and orders whole numbers up to 1,000,000,000. Applies understanding of divisibility (multiples, factors, primes, and composites). Identifies, describes, and compares fractions, decimals, and percents. Adds, subtracts, and multiplies decimals and common fractions. Selects and applies appropriate computational strategies to solve problems for a situation using the four basic operations with multi-digit whole numbers. Uses estimation to predict results or determine reasonableness of answers. 	<ul style="list-style-type: none"> Selects and uses appropriate tools and units of measure (customary and metric). Solves problems involving perimeter, area, length, volume/capacity, weight/mass, time, temperature, and angle measure. Uses both exact and approximate measures as appropriate. Uses estimation to predict or determine when measures are reasonable. Develops formulas and procedures to determine measure indirectly. 	<ul style="list-style-type: none"> Identifies, describes, and applies properties of two and three dimensional geometric figures (angle, segment, parallel, symmetric, perpendicular, similar, congruent). Identifies and plots points on coordinate grids (first quadrant). Identifies and creates simple transformations using translations, reflections, or rotations.
		Probability and Statistics	Algebraic Sense (Patterns and Relationships)
		<ul style="list-style-type: none"> Collects, organizes, displays, and interprets data using graphs, tables and written explanation. Understands sampling as a method to determine characteristics of a population. Uses mean, median, and mode as appropriate. Makes predictions or inferences from data. Uses counting procedures to determine possible outcomes for an event to determine probabilities. Determines the probability of a simple random event. 	<ul style="list-style-type: none"> Recognizes, describes, extends, and creates a variety of patterns with number sentences, tables, and graphs. Uses patterns to make generalizations, make predictions or solve problems. Sets up and solves simple equations or uses formulas written in standard notation. Finds the values of expressions with variables.

The student

4=Exceeds Standard	consistently shows complete and exceptional understanding of number operations, concepts, and procedures using a variety of strategies; consistently computes accurately.
3=Meets Standard	usually shows clear understanding of number operations, concepts, and procedures; usually computes accurately.
2=Approaches Standard	sometimes shows understanding of number operations, concepts, and procedures; sometimes computes accurately.
1=Below Standard	seldom shows understanding of shows understanding of number operations, concepts, and procedures; seldom computes accurately.

The student

consistently shows complete and exceptional understanding; accurately applies mathematical concepts and properties.
usually shows understandings and applies mathematical concepts and properties.
sometimes shows understanding and applies mathematical concepts and properties.
seldom shows understanding of mathematical concepts, properties, and applications.

Mathematics Rubric for Report Card (5th Grade)

Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time

Problem Solving/Reasoning	Communicating Mathematically	Effort (personal best)
<p>Problem Solving</p> <ul style="list-style-type: none"> • Uses, creates, and evaluates a variety of strategies to solve problems. • Formulates questions about problems, identifying necessary and unnecessary information. • Identifies the unknown in a problem. • Applies appropriate methods, operations, and processes to construct a solution. • Draws accurate conclusion. <p>Reasoning</p> <ul style="list-style-type: none"> • Supports thinking using models, known facts, patterns and relationships. • Makes and tests conjectures and predictions. • Checks for reasonableness of results. • Reflects on and evaluates procedures. 	<ul style="list-style-type: none"> • Creates a plan to collect and organize information. • Gathers, extracts, and interprets information from a variety of sources. • Expresses mathematical understanding and ideas using everyday language, models, tables, charts, graphs, and symbols. 	<ul style="list-style-type: none"> • Perseveres. • Demonstrates flexibility and willingness to try different approaches. • Participates in a variety of math experiences.

The student

4=Exceeds Standard	consistently demonstrates a thorough understanding of the concepts and process of problem solving, reasoning, and communication, showing exceptional insight and using effective procedures.	consistently demonstrates exceptional effort.
3=Meets Standard	usually demonstrates a clear understanding of the concepts and process of problem solving, reasoning, and communication.	usually demonstrates effort.
2=Approaches Standard	sometimes demonstrates an understanding of the concepts and process of problem solving, reasoning, and communication.	sometimes demonstrates effort.
1=Below Standard	seldom demonstrates an understanding of the concepts and process of problem solving, reasoning, and communication.	seldom demonstrates effort.

Communication Rubric for Report Card (5th Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Uses Listening and Observational Skills to Gain Understanding	Communicates Clearly and Effectively in Presentations	Communicates Clearly and Effectively with Others
<ul style="list-style-type: none"> • Focuses attention. • Observes and listens to gain and interpret information • Asks appropriate questions. • Paraphrases information. 	<ul style="list-style-type: none"> • Speaks with clarity and organization. • Uses projection and expression. • Demonstrates correct posture and eye contact. • Uses appropriate grammar. 	<ul style="list-style-type: none"> • Uses appropriate conversation skills. • Demonstrates conflict resolution skills. • Works in assigned roles within a group. • Takes turns listening and speaking. • Shares opinions.

The student

4=Exceeds Standard	consistently focuses attention while others are talking; appropriately asks and answers questions and can paraphrase information, demonstrating exceptional understanding.	consistently presents information that is clear and well organized; projects voice well and uses expression and appropriate grammar; uses good posture and eye contact.	consistently demonstrates appropriate conversation skills which show respect for others; is able to identify and share different ideas and points of view; consistently seeks mutually acceptable solution when conflict arises.
3=Meets Standard	usually focuses attention while others are talking; asks appropriate questions, is able to give the main idea, and clearly answer some questions regarding the topic.	usually presents information that is clear and well organized; projects voice well and uses expression and appropriate grammar; usually uses good posture and eye contact.	usually demonstrates appropriate conversation skills which show respect for others' ideas and points of view; usually shares relevant ideas; usually looks for a solution when conflict arises.
2=Approaches Standard	sometimes focuses attention on speaker and on class discussion; sometimes interrupts; asks and answers some appropriate some questions regarding the given topic.	sometimes presents information that is clear and shows some organization; sometimes projects voice well, speaks with some expression, and most grammar is appropriate; sometimes uses good posture and eye contact.	sometimes uses respectful conversation; shares some ideas; needs some teacher guidance to solve problems.
1=Below Standard	seldom focuses attention while others are talking; often interrupts and is seldom able to appropriately ask or answer questions regarding the given topic.	seldom presents information that is clear or organized; needs to improve volume, expression, and grammar; inappropriate posture and eye contact.	seldom responsive to others' feelings during conversation; has difficulties expressing ideas and opinions; requires teacher assistance to solve problems.

Participates in Discussions

<ul style="list-style-type: none"> • Participates in conversations and discussions. • Demonstrates an interest in communication. • Makes an effort to improve communication skills.
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The student

4=Exceeds Standard	consistently demonstrates interest in topics with appropriate and significant participation in discussions.
3=Meets Standard	usually demonstrates interest in topic and appropriate participation in discussion.
2=Approaches Standard	sometimes demonstrates interest in topic and appropriate participation in discussion.
1=Below Standard	seldom demonstrates interest in topic and appropriate participation in discussion.

Science Rubric for Report Card (5th Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Science/Health Concepts and Principles	Effort (personal best)
<ul style="list-style-type: none"> • Understands concepts and principles. • Applies the scientific method. 	<ul style="list-style-type: none"> • Actively participates. • Demonstrates an interest in a variety of science topics and explorations. • Motivated to improve skills.

The student . . .

4=Exceeds Standard	consistently demonstrates an exceptional understanding of scientific concepts and principles, including the application of scientific method.	consistently demonstrates exceptional interest and effort in discussions; completes written assignments by due date.
3=Meets Standard	usually demonstrates a clear understanding of scientific concepts and principles, including the application of scientific method.	usually demonstrates interest and effort in discussions; completes written assignments by due date.
2=Approaches Standard	sometimes demonstrates an understanding of scientific concepts and principles, including the application of scientific method.	sometimes demonstrates interest and effort in discussions; sometimes completes written assignments by due date.
1=Below Standard	seldom demonstrates an understanding of scientific concepts and principles, including the application of scientific method.	seldom demonstrates interest and effort in discussions; rarely completes written assignments by due date.

Social Studies Rubric for Report Card (5th Grade)

Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;

1 = Below Standard – Area of Concern; NA = Not Assessed at This Time

Social Studies Concepts and Skills	Effort (personal best)
<ul style="list-style-type: none"> • Demonstrates an accurate knowledge of information presented. • Exhibits an awareness of the inter-relationship between people, environment, and culture. 	<ul style="list-style-type: none"> • Actively participates. • Demonstrates an interest in a variety of social studies topics and activities. • Motivated to improve skills.

The student

4=Exceeds Standard	consistently demonstrates an exceptional and accurate knowledge of material presented; expands topics studied.	consistently demonstrates exceptional effort; completes written assignments by due date.
3=Meets Standard	usually demonstrates accurate knowledge of material presented.	usually demonstrates effort; completes written assignments by due date.
2=Approaches Standard	sometimes demonstrates knowledge of material presented.	sometimes demonstrates effort; completes written assignments by due date.
1=Below Standard	seldom demonstrates knowledge of material presented.	seldom demonstrates effort; completes written assignments by due date.

PE, Music, Art Rubrics (Grade 5)
Scale 1-4

4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard; 1 = Below Standard; NA = Not Assessed at This Time

Physical Education Rubric

Concepts and Skills		Effort (personal best)
The student . . .		
4=Exceeds Standard	consistently and independently demonstrates exceptional ability in applying sports/fitness skills and concepts in familiar and unfamiliar activities.	consistently stays on task, follows directions and contributes positively.
3=Meets Standard	usually and independently demonstrates sports/fitness skills and concepts in familiar activities.	usually stays on task, follows directions and contributes positively.
2=Approaches Standard	sometimes demonstrates sports/fitness skills and concepts with some assistance.	sometimes stays on task, follows directions and contributes positively.
1=Below Standard	seldom demonstrates sports/fitness skills and concepts.	seldom stays on task, follows directions or contributes positively.

Music Rubric

Concepts and Skills		Effort (personal best)
The student . . .		
4=Exceeds Standard	consistently and independently demonstrates exceptional ability in applying music concepts in familiar and unfamiliar music.	consistently stays on task, follows directions and contributes positively.
3=Meets Standard	usually and independently demonstrates understanding of concepts in familiar music.	usually stays on task, follows directions and contributes positively.
2=Approaches Standard	sometimes applies musical concepts in familiar music with some assistance or as a member of a group.	sometimes stays on task, follows directions and contributes positively.
1=Below Standard	seldom demonstrates understanding of musical concepts.	seldom stays on task, follows directions or contributes positively.

Art Rubric

Effort (personal best)	
The student . . .	
4=Exceeds Standard	consistently stays on task, follows directions and works cooperatively with teacher and others.
3=Meets Standard	usually stays on task, follows directions and works cooperatively with teacher and others.
2=Approaches Standard	sometimes stays on task, follows directions and works cooperatively with teacher and others.
1=Below Standard	seldom stays on task, follows directions or works cooperatively with teacher and others.

Social/Learning Skills Rubric for Report Card (5th Grade)

Scale 1-4

**4 = Exceeds Standard; 3 = Meets Standard; 2 = Approaches Standard – Needs Additional Practice and Support;
1 = Below Standard – Area of Concern; NA = Not Assessed at This Time**

Respects Rights and Feelings of Others	Accepts Responsibility	Follows Class and School Rules
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The student

4=Exceeds Standard	consistently works to achieve positive relationships with others.	consistently takes responsibility for own learning and behavior.	consistently follows class and school rules.
3=Meets Standard	usually works to achieve positive relationships with others.	usually takes responsibility for own learning and behavior.	usually follows class and school rules.
2=Approaches Standard	sometimes works to achieve positive relationships with others.	sometimes takes responsibility for own learning and behavior.	sometimes follows class and school rules.
1=Below Standard	seldom works to achieve positive relationships with others.	seldom takes responsibility for own learning and behavior.	seldom follows class and school rules.

Cooperates With Others	Uses Time Wisely	Follows Directions
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4=Exceeds Standard	consistently works cooperatively with others.	consistently works independently while staying on task.	consistently understands and applies written and oral directions.
3=Meets Standard	usually works cooperatively with others.	usually works independently while staying on task.	usually understands and applies written and oral directions.
2=Approaches Standard	sometimes works cooperatively with others.	sometimes works independently while staying on task.	sometimes understands and applies written and oral directions.
1=Below Standard	seldom works cooperatively with others.	seldom works independently; seldom stays on task.	seldom understands and applies written and oral directions.

Exhibits Organizational Skills	Demonstrates Positive Attitude	Completes Assignments on Time
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The student

4=Exceeds Standard	consistently has materials ready and organized; consistently has a neat and orderly work space.	consistently demonstrates a positive attitude towards learning.	consistently completes assignments and meets deadlines; consistently produces best effort; frequently extends assignments.
3=Meets Standard	usually has materials ready and organized; usually has a neat and orderly work space.	usually demonstrates a positive attitude towards learning.	completes assignments on time and meets deadlines; usually produces best effort.
2=Approaches Standard	sometimes has materials ready and organized; sometimes has a neat and orderly work space.	sometimes demonstrates a positive attitude towards learning.	sometimes completes assignments and meets deadlines.
1=Below Standard	seldom has materials ready and organized; seldom has a neat and orderly work space.	seldom demonstrates a positive attitude towards learning.	seldom completes assignments or meets deadlines.