

Elementary Report Card Guide for Fifth Grade

The following rubrics are to be used for all trimesters to correspond to the curriculum in reading, English-language arts and mathematics. Use of formative assessments, summative assessments and District trimester benchmark assessments along with the standards based grade book are data points to be utilized for the rubric.

Reading

Foundation Standard- Applies the knowledge of phonics and word structure to decode unfamiliar words and understand word meaning used in context of text

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
At this level the student can analyze the impact of a particular word choice on meaning and tone, considering multiple connotations (e.g. the term....plays an important role in helping the reader to see/to create a feeling of...).	Consistently applies knowledge of word structure and parts to decode and comprehend word meaning. Includes 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 and understand meaning.	In isolation, able to identify parts of a word but does not apply it in context or understand word meaning. May or may not apply the 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.	Unable to consistently identify parts of a word and understand meaning. Does not utilize 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.

Foundation Standard- Reads independent on grade level text with accuracy and fluency to support comprehension

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Reads independently at a sixth grade level text or above with understanding (X).	Reads independent on grade level or slightly above level text with understanding (U-W).	Reads slightly below independent grade level text with understanding (T).	Reads below independent grade level text with understanding (S).

Standard- Uses text evidence to describe character development

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>Identifies and may interpret several less obvious traits and/or feelings that show different aspects of a main character. Traits identified may show complexity of character. Demonstrates understanding of how a main character's relationship to secondary characters influences the main character's traits, thoughts, and feelings.</p>	<p>Identifies multiple conflicting obvious traits and/or feelings of a main character. Identifies traits and feelings of secondary characters. Demonstrates understanding of the complexity of the main character and begins to identify the effect the secondary character has on the main character. Identifies a more complex theme or idea, such as a social issue, as it relates to the character.</p>	<p>Identifies several obvious traits, thoughts, or feelings of a main character. Identifies an obvious theme or idea bases on the main character's feelings or behavior.</p>	<p>May identify only one or a few obvious traits mostly from using very broad text examples. Identifies a theme or idea directly related to the character's feelings or behavior (i.e. how the character changed).</p>

Standard- Draws inferences using quotes from the text

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>Child describes characters in terms of both their internal and external motivations. They notice the ways in which outside influences changed and affect a character internally. They look beyond the central obvious trouble, to understand parts of this trouble, and other troubles the character faces. Students pull from multiple pieces of evidence from the text.</p>	<p>Child describes characters in terms of both their internal and external motivations, especially when guided, they notice ways in which outside influences change and affect a character. Often they notice similarities and differences between character's troubles across stories. They analyze how characters change, and attempts to describe what creates that change based on text evidence.</p>	<p>When considering a character's problems and troubles, they reflect on WHY a character acts/feels as he or she does, thus reaching to understand the relationship between the character's motivation and his or her actions and feelings.</p>	<p>Child may or may not identify concrete, external factors when talking about the main character's problems and troubles.</p>

Standard- Compares and contrasts text structure between two texts

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>The child can take the contextual information about the author into account when analyzing how events or information are presented. When reading two texts about the same event, the student can describe the differences in the way events are presented and begin to interpret how the author influenced this presentation.</p>	<p>The child can integrate information from several texts to speak or write knowledgeably about the subject. The integration of information from both texts is more complex than at the previous level.</p>	<p>Not only can child compare and contrast important points and key details, but they are beginning to integrate information from both in order to speak or write knowledgeably about the subject.</p>	<p>Can name similar and different important points the authors make, as well as the key details they include.</p>

Standard- Describes how a narrator’s or speaker’s point of view influences events

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>The child can determine the author’s point of view or purpose in the text and how that is conveyed through the text. At this level the student can trace and evaluate an argument and specific claims are supported by reasons and evidence from the text and which are not.</p>	<p>Child can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view represented. They can explain how reasons and evidence support a given point, and can identify which reasons and evidence support which points(s).</p>	<p>The child can note contextual information about the author and how that relates to point of view. They can also explain how reason and evidence support a given point of view.</p>	<p>Child is able to name an author’s point of view on a topic and distinguish this point of view from their own.</p>

Standard- Generates new ideas or perspectives with text evidence through oral and written responses

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Evidence is easily gathered to support at times, multiple ideas and perspectives. The reader begins to weigh the evidence and articulate which evidence is most significant. The evidence collected is clearly relevant to the idea and some of it is implicit in the text.	The evidence the reader uses may vary slightly, and the reader attempts to describe how some of the evidence supports the ideas in different ways or with different strength. The reader begins to weigh evidence from the text for their ideas or perspectives.	It is expected that readers cite more than one part of the text when supporting an idea, and to collect evidence across from the text. The links between the evidence and the reader's claims may or may not be well developed, though the reader does expect to explain why parts of the text are important.	The reader will sometimes point to more than 1 place in a text to support an idea, or the evidence may be lodged in words and pictures. Prompting may be needed to say how the passage supports the idea and is often very literal in description.

Language Arts

Speaking and Listening Standard- Communicates information and ideas effectively to different audiences

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) with diverse partners about grade 5 topics, texts, and issues building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material • Follow agreed upon rules, set specific goals and deadlines, and define individual roles as needed • Pose and respond to specific questions with elaboration and detail in making comments contribute to the topic, text or issue 	<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups, teacher led) about grade 5 topics and texts with diverse partners building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material • Follow agreed upon rules and carry out assigned roles • Pose and elaborate to specific questions to clarify or follow up on information and make comments that contribute • Reviews the key ideas expressed and draws conclusions 	<p>Engages in a range of collaborative discussions (one-on-one, in groups, teacher led) about grade 5 topics and texts with diverse partners building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material • Follow agreed upon rules • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute • Reviews the key ideas expressed and explains their own ideas and understanding 	<p>May need support to engage in a range of collaborative discussions (one-on-one, in groups, teacher led) about grade 5 topics and texts with diverse partners building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared • Follow agreed upon rules • Ask questions to check for understanding and link comments to the remarks of others • Explain their own ideas and understanding in light of discussion

Speaking and Listening Standard- Clearly summarizes their individual and partner's ideas and understandings in light of discussion

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>Delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.</p>	<p>Identifies the reasons and evidence a speaker provides to support particular points.</p>	<p>With or without support, ask and answers questions about information from a speaker, offering appropriate elaboration and detail.</p>

Writing Standard- Composes an organized variety of text (narrative, informative, persuasive, research project) for the appropriate audience

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Score is to be determined based on overall CCSS aligned district rubric and assessment(s) when available.			
(May change based on curriculum planning)			
Trimester 1- Writes a narrative text.			
Trimester 2- Writes an informative text.			
Trimester 3- Writes an opinion text.			
Persuasive?? Research Project??			

Writing Standard- Enhances writing by revising and editing their own writing with support (peer and adult)

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Student uses very little peer or adult support. They independently revise and edit their writing. They utilize proper editing techniques throughout the writing process and have minimal errors in capitalization, punctuation, spelling and grammar. They utilize both digital and conventional resources as an editing and revising tool. Before submitting the writing, they review for varied sentence length, strong word choice and well developed body.	Independently rereads to ensure attention getting introduction, well developed body that unfolds naturally, and a satisfying conclusion. With support or prompting, uses word choices that adds lively verbs, powerful nouns, interesting adjectives that enhances meaning. Uses both digital and conventional resources to check writing.	With or without prompting, rereads to ensure attention getting introduction, well developed body that unfolds naturally, and a satisfying conclusion. With support word choices adds lively verbs, powerful nouns, interesting adjectives that enhances meaning. Uses both digital and conventional resources to check writing.	With prompting and support rereads to clarify message by adding or deleting information. With support revises word choices by substituting richer vocabulary to create mind pictures. Uses resources (dictionary, checklist, thesaurus) to check his or her writing. Uses proofreading techniques (caret, line through unwanted text).

Writing Standard- Logically orders and clusters ideas; uses a variety of transition words

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>Response has a clear and effective organizational structure creating unity and completeness. It includes an attention getting introduction that orients the reader with the topic; well-developed body with logical progression of ideas from beginning to end that unfolds naturally; appropriate paragraph structure; variety of transitional words, phrases and clauses that manage the sequence of events; satisfying conclusion that follows the events or topic.</p> <p>The response is fully sustained and consistently and purposefully focused.</p>	<p>Response has an evident organizational structure and a sense of completeness, though it might have some minor flaws and some ideas may be loosely connected. It includes adequate introduction that orientates the reader to the topic or characters; a body that is adequate progression of ideas from beginning to end; appropriate paragraph structure; uses routine of transitional words and phrases; conclusion is adequate to complete a sense of completeness.</p> <p>The response is adequately sustained and generally focused. Though some loosely related material may be present.</p>	<p>Written response has a recognizable beginning, middle or ending; sequencing may be confusing or with uneven progression; attempts paragraph structure; awkward or inconsistent use transitions that may or may not connect all events.</p> <p>The response is somewhat sustained and may have a minor drift in focus. The idea is insufficiently sustained.</p>	<p>The response has little or no discernible organizational structure. It may have no recognizable beginning, middle or ending, little sequencing; no apparent paragraph structure; ineffective or missing transitions.</p> <p>The response may be related to the topic but may provide little or no focus. Focus may be confusing or ambiguous.</p>

Language Standard- Applies word sorts and spelling to daily work

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>NA</p>	<p>Uses spelling patterns (word families, position based spelling, syllable patterns, ending rules, meaningful word parts) and generalizations in writing words.</p>	<p>In isolation, child is able to spell words in their assigned word sort patterns. They are inconsistent in daily writing.</p>	<p>Child is not able to spell assigned word sort patterns in isolation or is very inconsistent.</p>

Language Standard- Uses grade appropriate correct punctuation, capitalization and grammar

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>Independently and consistently uses many of the following above grade level expectations.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Ensure pronouns are in proper case (subjective, objective, possessive) • Use intensive pronouns (e.g. myself, ourselves) • Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns (unclear or ambiguous antecedents) <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> • Uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements • Spells correctly 	<p>Independently and consistently uses many of the following grade level expectations.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Explain conjunctions, prepositions and interjections in general and in sentences • Use the perfect word tense • Use verb tense to convey various times, sequences, states and conditions • Use correlative conjunctions <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> • Punctuation to separate items in a series • Use comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no, to set off a tag question and to indicate direct address • Use underlining, quotation marks, or italics to indicate title of works 	<p>With or without some support, applies some proficient indicators or is still working on the list below.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Use of relative pronouns and adverbs • Use of progressive verb tense • Use modal auxiliaries (can, may, must) • Order adjectives within sentences according to conventional patterns • Use prepositional phrases <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> • Correct capitalization • Commas and quotation marks in dialogue and quotes from text • Use comma before a coordinating conjunction in a compound sentence 	<p>With prompting and support the writer may still need to work on progressing and proficient indicators and/or is still working on the list below.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Explains the function of nouns, pronouns, verbs, adjectives and adverbs • Uses regular and irregular plural nouns and verbs • Uses abstract nouns • Uses simple verb tense • Ensures subject-verb and pronoun-antecedent agreement • Uses comparative and superlative adjectives and adverbs • Coordinating and subordinating conjunctions <p>Capitalization & Punctuation</p> <ul style="list-style-type: none"> • Capitalization words in titles • Commas in addresses • Commas and quotation marks in dialogue • Form and use possessives

Language Standard- Uses acquired content area vocabulary in their written responses

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (however, in addition, similarly).</p>	<p>Needs prompting and support to acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic (e.g. wildlife when discussing animal preservation).</p>	<p>With prompting and support, writer may or may not be able to use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions or emotions, or spatial and temporal relationships (e.g. After dinner that night we went looking for them).</p>

Mathematics

Operations and Algebraic Thinking Standard- Uses order of operations to solve equations

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Apply the properties of operations to generate equivalent expressions.	Writes, interprets and uses expressions, equations and inequalities including using the order of operations.	With some scaffolding, solves and writes equations using the order of operations. Independently, they may be inconsistent with remembering the order.	With routine scaffolding, child solves and writes equations using the order of operations. They struggle with remembering the order independently. Child has not accomplished the skills or acquired knowledge of level 2.

Operations and Algebraic Thinking Standard- Generates and forms ordered pairs using two number patterns with two given rules

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Generate two numerical patterns using two given rules. Forms ordered pairs consisting of corresponding terms from the two patterns. Finds factors including greatest common factors, multiples including least common factors, multiples including least common multiples, prime factorization including exponential representation and relatively prime numbers in the range to 1,000 or beyond.	With some scaffolding, generates two numerical patterns using two given rules. With limited support, finds all factor pairs and multiples for a whole number in the range of 1-100. Includes identifying whether a number is prime or composite.	Routine scaffolding is needed to generate two numerical patterns using two given rules. Child has not accomplished the skills or acquired knowledge of level 2, including identifying prime composite, multiples and factors.

Number and Operations Standard- Explains the meaning of place value

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Understanding of place value easily transitions into their explanation of decimals. They are able to use arguments, evidence and examples to justify their understanding.	Explains the meaning of place value; that a digit in one place represents 10 times what it represents in the place to its right. Uses informal and rule-based arguments, evidence and examples (e.g. estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions.	With some scaffolding, identifies how much individual “digits” are valued on a place-value chart but may or may not be able to explain base-ten/decimal system. With support, uses informal and rule-based arguments, evidence and examples (e.g. estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions.	With routine scaffolding, may or may not be able to identify how much individual “digits” are valued on a place-value chart but may or may not be able to explain base-ten/decimal system. Child at this level have not accomplished the skills or acquired the knowledge of level 2.

Number and Operations Standard- Fluently multiplies multi-digit whole numbers with standard algorithm

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
NA	With precision, fluently multiplies multi-digit whole numbers with the standard algorithm.	With some scaffolding, multiplies multi-digit whole numbers with the standard algorithm.	With routine scaffolding, multiplies multi-digit whole numbers with the standard algorithm. Child has not accomplished the skills or acquired knowledge of level 2.

Number and Operations Standard- Divides multi-digit whole numbers

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Divides multi-digit numbers using both strategies and the standard algorithm. They are able to evaluate and explain the reasonableness of their answers.	Finds whole-number quotients, using strategies based on place value, properties of operations, and/or the relationship between multiplication and division.	With some scaffolding, finds whole-number quotients. They may or may not be consistent in using strategies based on place value, properties of operations, and/or the relationship between multiplication and division.	With routine scaffolding, finds whole-number quotients. They are not consistent in using strategies based on place value, properties of operations, and/or the relationship between multiplication and division. Child has not accomplished the skills or acquired knowledge of level 2.

Number and Operations Standard- Explains the reasoning or strategy to add, subtract, multiply and divide decimals to the hundredths

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Adds, subtracts, multiplies and divides decimals to the ten-thousandths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; related the strategy to a written method and explain the reasoning used.	Adds, subtracts, multiplies and divides decimals to the hundredths, using 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 the reasoning used.	With some scaffolding, adds, subtracts, multiplies and divides decimals to the hundredths, using 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 the reasoning used.	With routine scaffolding, adds, subtracts, multiplies and divides decimals to the hundredths, using 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 the reasoning used.
Adds, subtracts, multiplies and divides decimals using the standard algorithm.	Critiques the mathematical arguments provided by others.	With some support, critiques the mathematical arguments provided by others.	They have not accomplished the skills or acquired knowledge of level 2.

Number and Operations Standard- Understands a fraction as division of the numerator by the denominator ($n/d = n \div d$) and solves word problems involving division of whole numbers.

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Interprets and computes quotients of fractions, and solve word problems involving division of fractions by fractions (e.g. by using visual fraction models and equations to represent the problem).	Recognizes fractions as one number (one quantity), rather than two numbers (numerator and denominator) using number lines to represent magnitude of fractions and equivalent/non-equivalent fractions. Solves word problems involving division of a whole number leading to answers in the form of fractions or mixed numbers.	With some scaffolding, recognizes fractions as one number (one quantity), rather than two numbers (numerator and denominator) using number lines to represent magnitude of fractions and equivalent/non-equivalent fractions. With some scaffolding, solves word problems involving division of a whole number leading to answers in the form of fractions or mixed numbers.	With routine scaffolding, recognizes fractions as one number (one quantity), rather than two numbers (numerator and denominator) using number lines to represent magnitude of fractions and equivalent/non-equivalent fractions. With routine scaffolding, solves word problems involving division of a whole number leading to answers in the form of fractions or mixed numbers. Child has not accomplished the skills or acquired knowledge of level 2.

Number and Operations Standard- Adds and subtracts fractions with unlike denominators in equations and word problems

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>Adds and subtracts mixed numbers with unlike denominators in equations and word problems.</p> <p>Uses informal and rule-based arguments, evidence and examples (e.g. estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions.</p>	<p>Adds and subtracts fractions with unlike denominators in equations and word problems.</p> <p>Uses informal and rule-based arguments, evidence and examples (e.g. estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions.</p>	<p>With some scaffolding, adds and subtracts fractions with unlike denominators in equations and word problems. Child is inconsistent when independent.</p> <p>With some support, uses informal and rule-based arguments, evidence and examples (e.g. estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions.</p>	<p>With routine scaffolding, adds and subtracts fractions with unlike denominators in equations and word problems. They have not accomplished the skills or acquired the knowledge of level 2.</p> <p>Explores and may or may not explain answers to the questions in word problems.</p>

Number and Operations Standard- Multiplies a fraction by a mixed number or another fraction in equations and word problems

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>NA</p>	<p>Interprets multiplication of a given number by a fraction greater than 1 results in a product greater than the given number; explains why multiplying a given number by a fraction less than one results in a product smaller than a given number by using visual fraction models and equations to represent the problem.</p> <p>Uses informal and rule-based arguments, evidence and examples (e.g. estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions.</p>	<p>With some scaffolding, interprets multiplication of a given number by a fraction greater than 1 results in a product greater than the given number; explains why multiplying a given number by a fraction less than one results in a product smaller than a given number by using visual fraction models and equations to represent the problem.</p> <p>With support, uses informal and rule-based arguments, evidence and examples (e.g. estimation, rounding, arrays, visual models, diagrams) to justify mathematical</p>	<p>With routine scaffolding, interprets multiplication of a given number by a fraction greater than 1 results in a product greater than the given number; explains why multiplying a given number by a fraction less than one results in a product smaller than a given number by using visual fraction models and equations to represent the problem. They have not accomplished the skills or acquired the knowledge of level 2.</p> <p>Explores and may or may not explain answers to the questions in word problems.</p>

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Number and Operations Standard- Reads, writes, rounds and compares decimals to thousandths

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>Reads, writes, rounds and compares decimals beyond the thousandths place. Recognizes situations that require precision (money, distances) and those where estimation is appropriate.</p> <p>Extends place value understanding to reading (e.g. naming the values with words, rather than “point four.”</p>	<p>Reads, writes, rounds and compares decimals to the thousandths. Recognizes situations that require precision (money, distances) and those where estimation is appropriate. Extends place value understanding to reading (e.g. naming the values with words, rather than “point four.”</p>	<p>With some scaffolding, reads, writes, rounds and compares decimals to the thousandths. Recognizes situations that require precision (money, distances) and those where estimation is appropriate. May or may not extend place value understanding to reading (e.g. naming the values with words, rather than “point four” without support.</p>	<p>With routine scaffolding, reads, writes, rounds and compares decimals to the thousandths. Recognizes situations that require precision (money, distances) and those where estimation is appropriate. They have not accomplished the skills or acquired the knowledge of level 2.</p>

Measurement and Data Standard- Converts like measurement units (metric and standard) while solving multi-step word problems

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
<p>NA</p>	<p>Selects and applies appropriate standard units, tools and level of precision in real-world measurement problems.</p> <p>Uses conversions within a system when solving problems.</p>	<p>With some scaffolding, selects and applies appropriate standard units, tools and level of precision in real-world measurement problems.</p> <p>With support, uses conversions within a system when solving problems.</p>	<p>With routine scaffolding, selects and applies appropriate standard units, tools and level of precision in real-world measurement problems.</p> <p>With routine scaffolding, uses conversions within a system when solving problems. They have not accomplished the skills or acquired the knowledge of level 2.</p>

Measurement and Data Standard- Understands volume as an attribute of three-dimensional space and is measured in cubic units

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
NA	Recognizes volume as an attribute of solid figures. Uses a variety of strategies (By counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units, decomposing complex shapes, formulas, models) to measure volume problems. Recognizes volume as additive.	With some scaffolding, recognizes volume as an attribute of solid figures. Uses a variety of strategies (By counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units, decomposing complex shapes, formulas, models) to measure volume problems. Recognizes volume as additive.	With routine scaffolding, recognizes volume as an attribute of solid figures. Uses a variety of strategies (By counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units, decomposing complex shapes, formulas, models) to measure volume problems. Recognizes volume as additive.

Measurement and Data Standard- Selects appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Finds the volume of right rectangular prisms with fractional edge lengths by packing it with units cubes of appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.	Selects and applies appropriate standard units, tools and a level of precision in real-world measurement problems dealing with volume. Finds the volume of right rectangular prisms, and applies the formula. Recognizes when situations that require precision and those where an estimation would be appropriate.	With some scaffolding, selects and applies appropriate standard units, tools and a level of precision in real-world measurement problems dealing with volume. With support, finds the volume of right rectangular prisms, and may or may not consistently apply the formula. Recognizes when situations that require precision and those where an estimation would be appropriate.	With routine scaffolding, selects and applies appropriate standard units, tools and a level of precision in real-world measurement problems dealing with volume. With support, may or may not find the volume of right rectangular prisms, and may or may not consistently apply the formula. May not recognize when situations require precision and those where an estimation would be appropriate. They have not accomplished the skills or acquired the knowledge of level 2.

Measurement Standard – Accurately measures angles

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
NA	Independently, consistently, and accurately measures angles using a protractor.	With some scaffolding, students measure angles using a protractor.	With routine scaffolding, students measure angles using a protractor.

Geometry Standard- Graph points on coordinate plane (first quadrant) to solve real-world mathematical problems

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Draw polygons in the coordinate plane given coordinates for the vertices. Use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Demonstrates the use of a coordinate system by locating/graphing a given point or polygon using ordered pairs in and out of real-world mathematical problems.	With some scaffolding, demonstrates the use of a coordinate system by locating/graphing a given point or polygon using ordered pairs in and out of real-world mathematical problems.	With routine scaffolding, demonstrates the use of a coordinate system by locating/graphing a given point or polygon using ordered pairs in and out of real-world mathematical problems.

Automaticity of Facts - Multiplication facts to 100

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Automaticity can be assessed with timed tests. If students can solve between 81-100 problems in 3 minutes they are considered exceeding.	Automaticity can be assessed with timed tests. If students can solve 70 -80 problems in 3 minutes they are considered proficient. This standard is meant to be completed by the end of fourth grade.	Automaticity can be assessed with timed tests. If students can solve 69-55 problems in 3 minutes they are considered progressing.	Automaticity can be assessed with timed tests. If students can solve less than 54 problems in 3 minutes they are considered emerging.

Automaticity of Facts - Division facts to 100

4-Exceeding Child	3-Proficient Child	2-Progressing Child	1-Emerging Child
Automaticity can be assessed with timed tests. If students can solve between 81-100 problems in 3 minutes they are considered exceeding.	Automaticity can be assessed with timed tests. If students can solve 70 -80 problems in 3 minutes they are considered proficient. This standard is meant to be completed by the end of fourth grade.	Automaticity can be assessed with timed tests. If students can solve 69-55 problems in 3 minutes they are considered progressing.	Automaticity can be assessed with timed tests. If students can solve less than 54 problems in 3 minutes they are considered emerging.

Resources:

The Reading and Writing Project (2012) K-8 Literature Reading Continuum

The Reading and Writing Project (2012) K-8 Informational Reading Continuum

Jennifer Savillio, Independent Reading Assessment: Fiction (2013) Scholastic Education

CCSSO: Common Core State Standards (2010) English Language Arts and Mathematics

Linda Dorn & C. Saffos, Interventions at Work: Assisted Writing (2012) Boston, MA: Pearson

Karin Hess, Learning Progressions Framework Designed for Use with the Common Core State Standards in Mathematics K-12: University of Kentucky (2010)

Sharon Griffin, Learning Trajectories: Number Worlds (2009)