

Semester TWO Rubric – GRADE 5

Reading

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Reads aloud with fluency and expression (WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently 	<ul style="list-style-type: none"> ▪ Attends to meaning ▪ Reads aloud with grade-appropriate fluency, accuracy and expression ▪ Some rereading or word-by-word reading to problem solve ▪ Often attends to phrasing and punctuation 	<ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help
<p>Uses a variety of word-solving strategies (WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient strategies while reading advanced text independently 	<p>Student is reading instructionally at level R or beyond and:</p> <ul style="list-style-type: none"> ▪ Uses a variety of word-solving strategies to understand unfamiliar words such as: <ul style="list-style-type: none"> ✓ applying knowledge of letter-sound relationships ✓ analyzing word structures ✓ using context clues 	<ul style="list-style-type: none"> ▪ Student is reading at or below grade level and demonstrates limited use of proficient skills 	<ul style="list-style-type: none"> ▪ Student is reading below grade level and rarely demonstrates proficient skills ▪ Student requires intensive teacher help

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<p>Makes inferences based on text information (WI A 4.2)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently ▪ Creates comprehensive predictions and inferences 	<p>Student is reading instructionally at level R or beyond and:</p> <ul style="list-style-type: none"> ▪ Gains additional meaning by making inferences ▪ Uses a variety of reading materials to interpret plots, make predictions, and relate readings to prior knowledge 	<ul style="list-style-type: none"> ▪ Student is reading at or below grade level and demonstrates limited use of proficient skills 	<ul style="list-style-type: none"> ▪ Student is reading below grade level and rarely demonstrates proficient skills ▪ Student requires intensive teacher help

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<p>Applies reading strategies to process and comprehend text(s) at a variety of type and length.</p> <p>Instructional Expectation: Teacher models and provides practice of comprehension strategies: makes connections, questions, visualizes, determines importance, infers, predicts, synthesizes (WI A 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading above grade level text 	<p>Student is reading instructionally at level R or beyond and:</p> <ul style="list-style-type: none"> ▪ Responses (oral & written) demonstrate strategy use and clear understanding ▪ Comprehends by using strategies such as: <ul style="list-style-type: none"> ✓ activating prior knowledge ✓ establishing purpose ✓ making predictions ✓ finding context clues ✓ developing visual images ✓ applying knowledge of text structures ✓ making connections ✓ determining importance ✓ asking questions ✓ synthesizing information ▪ Demonstrates effective behaviors such as: <ul style="list-style-type: none"> ✓ self-correcting & self-monitoring ✓ rereading ✓ adjusting reading rate according to purpose and difficulty 	<ul style="list-style-type: none"> ▪ Student is reading at or below grade level and demonstrates limited use of proficient skills 	<ul style="list-style-type: none"> ▪ Student is reading below grade level and rarely demonstrates proficient skills ▪ Student requires intensive teacher help

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<p>Summarizes or retells a variety of texts or materials (WI A 4.2, WI A 4.3 and WI A 4.4)</p>	<ul style="list-style-type: none"> ▪ Thoroughly demonstrates all proficient skills while reading advanced text independently 	<p>As grade appropriate:</p> <ul style="list-style-type: none"> ▪ Summarizes ideas drawn from stories, ▪ Identifies cause-and-effect relationships, ▪ Interprets events and ideas ▪ Connects different works to each other and to real life experiences ▪ Identifies and summarizes key points and details from literature, informational texts, and other print sources 	<ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help
<p>Identifies setting, characters and plot of story (WI A 4.2)</p>	<ul style="list-style-type: none"> ▪ Thoroughly demonstrates all proficient skills while reading advanced text independently 	<ul style="list-style-type: none"> ▪ Grade appropriately recognizes and recalls elements and details of story structure in order to reflect meaning, such as: <ul style="list-style-type: none"> ✓ sequence of events ✓ character ✓ plot ✓ setting 	<ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help

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<p>Reads a variety of materials for enjoyment and information at independent level (WI A 4.1 and WI A 4.3)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently, as well as: <ul style="list-style-type: none"> ✓ Creates a purpose for reading ✓ Reads for 60+ minutes (developing reading stamina and skill) 	<ul style="list-style-type: none"> ▪ Identifies a purpose for reading, such as: <ul style="list-style-type: none"> ✓ gaining information ✓ learning about point of view ✓ appreciating literature ✓ discovery ✓ enjoyment ▪ Reads for 40-50 minutes (developing reading stamina and skill) ▪ Reads from different genres choosing books by author, topic or specific information ▪ Chooses appropriately-leveled material for independent reading 	<ul style="list-style-type: none"> ▪ Inconsistently understands or applies proficient skills and or requires some teacher help to do so, as well as: <ul style="list-style-type: none"> ✓ Sometimes reads for 30 minutes ✓ Little experimentation with different genres ✓ Sometimes chooses appropriately-leveled material for independent reading 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of proficient skills and requires teacher help in application, as well as: <ul style="list-style-type: none"> ✓ Reluctantly reads under 30 minutes ✓ Teacher direction required to experiment with different genres ✓ Requires teacher support to choose appropriately-leveled material for independent reading

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<p>Uses a variety of research skills (WI A 4.1, WI A 4.4 and WI F 4.1)</p>	<ul style="list-style-type: none"> ▪ Demonstrates all proficient skills while reading advanced text independently, as well as: <ul style="list-style-type: none"> ✓ Identifies a challenging topic of interest (formulate a question) then seeks information by independently investigating text resources ✓ Analyzes how text and illustrations connect to convey meaning (print, nonprint and electronic sources) ✓ Constructs and uses organizational features of texts, such as headings, paragraphs, and format, to improve understanding 	<p>With teacher guidance:</p> <ul style="list-style-type: none"> ▪ Identifies a topic of interest (formulate a question) then seeks information by investigating available text resources ▪ Understands how text and illustrations connect to convey meaning (print, nonprint and electronic sources) ▪ Identifies and uses organizational features of texts, such as headings, paragraphs, and format, to improve understanding ▪ Recognizes, records, organizes and acknowledges pertinent information (blending discoveries into answers) ▪ Summarizes key details of informational texts, connecting new information to prior knowledge 	<ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient skills and/or requires some teacher help ▪ Student struggles to continue process without teacher help 	<ul style="list-style-type: none"> ▪ Rarely demonstrates proficient skills and requires intensive teacher help

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Completes assignments on time	<ul style="list-style-type: none"> ▪ Completes all assignments and additional enrichment activities on time and with care ▪ Student always uses reading time effectively 	<ul style="list-style-type: none"> ▪ Completes almost all assignments on time and with care ▪ Uses reading time effectively 	<ul style="list-style-type: none"> ▪ Completes some assignments on time and with care ▪ Inconsistently uses reading time effectively 	<ul style="list-style-type: none"> ▪ Rarely completes assignments on time or with care ▪ Rarely uses reading time effectively