	Strand: Reading Nonfiction		
	Topic: 5.RN.2.2 -Main Idea		
	Level: 5th Grade Advanced		
Score 4.0	**In addition to Score 3.0, the student:** ● summarizes the text		**Sample Tasks** ● Students will write a summary over the level 3 passage using the two main ideas and supporting details from the text.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Determines two or more main ideas of a grade level text and explains how they are supported by key details. **The student exhibits no major errors or omissions.**		● Determine two main ideas of a multi-paragraphed grade level text with 3 relevant supporting details.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	  o main idea, supporting details, summarize
	● performs basic processes, such as:
	  o Determines the main idea of a text and use details from the text to support the answer
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Choose the main idea from choice
			● Determine supporting details most relevant to the main idea chosen

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Strand: Reading Vocabulary			
Topic: 5.RV.2.4/6.RV.2.4 - Greek and Latin Roots			
Level: 5th Grade Advanced			
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**		**Sample Tasks** ● Student will write detailed sentences demonstrating the knowledge of words containing Greek and Latin roots.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Applies knowledge of word structure elements, known words, and word patterns to determine meaning (e.g. word origins, common Greek and Latin affixes and roots, parts of speech) Greek and Latin Roots will include:(act-, ast/astr-,chron-,dict-, gram-, man-, ped-, photo-, poli-, scope-, scrib/script-, struct-) **The student exhibits no major errors or omissions.**		● Provided a list of roots, students are able to write a word containing a root and use it correctly in a sentence. ● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis) ● Recognize words in literary/nonfiction texts and explain how they are used. ● Use vocabulary in writing
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology such as:
	   o root word, prefix, suffix, origin, context
	● performs basic processes such as:
	   o demonstrates the knowledge of Greek and Latin roots to determine the meaning of the word
	   o defines the root word
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Provided with the meaning of the root, students, are able to match the words with the definitions.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Strand: Reading Literature & Nonfiction			
Topic: 6.RL.2.1 & 6.RN.2.1 -Text Evidence in Fiction and Non-fiction			
Level: 6th Grade			

Score 4.0	**In addition to Score 3.0, the student:**
	● The level 4 incorporates a variety of literary skills used appropriately when responding to a text.
	    o In addition to selecting the best evidence to support a given claim, explains why this is the best selection.
	    o Develop in-depth commentary (explanation) and higher level inferences in answer.
			Sample Tasks
			● Literary and non-fiction analysis

	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** Use RACE and: ● cites the text using quotes, details, examples, and paraphrasing accurately ● cites the best pieces of textual evidence to support analysis ● explains what the text says explicitly and when drawing inferences from the text ● uses parenthetical citations to cite text. **The student exhibits no major errors or omissions.**		● Read a grade level passage, cite several pieces of relevant evidence, and explain how the evidence supports the answer. ● Include parenthetical citations in a literary analysis
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	● performs basic processes, such as:
	    o Use RACE format to answer questions
	    o Cites textual evidence to support answer
	    o Explains answer. **Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.**
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Provide sample RACE response and be able to identify parts of RACE
			● When appropriate, use key phrases, such as "according to the text," "the author states,"etc. in RACE responses
			● Put RACE responses in correct order
			● Read a passage and select the correct evidence from a list that supports a given answer
			● Highlight supporting evidence in the text.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

		Strand: Reading Vocabulary		
		Topic: 5.RV.3.1 – Figurative Language		
		Level: 5th Grade Advanced		
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		**Sample Tasks**
				● Student will create a multi-paragraph short story or poem incorporating several different examples of figurative language in a meaningful way to enhance their writing
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0		The student: ● Determines and analyze how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., *similes, metaphors, hyperbole, idioms, alliteration, personification, onomatopoeia, and allusion).* The student exhibits no major errors or omissions.		● Identify figurative language within a piece of reading and explain author's meaning for given figurative language
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student:
		● recognizes or recalls specific terminology, such as:
		   o hyperboles, allusion, imagery, symbolism, similes, metaphors, personification, alliteration, descriptive language, and idioms
		● performs basic processes, such as:
		   o recognizes and recalls the meaning and use of figurative language
		
		However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
				● Identify the different types of figurative language based upon a sample

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0		Even with help, no understanding or skill demonstrated.		

Strand: Writing			
Topic: 5.W.4 - Writing			
Level: 5th Grade Advanced			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Tasks
			● Apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: ● Writes routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and non-fiction texts. **The student exhibits no major errors or omissions.**		● Students will write narrative, informative, persuasive, and reading response while staying on topic, including details/examples, using voice to fit the purpose of the text, and using a variety of word choice and fluent sentences. ● See attached rubric
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:
	● recognizes or recalls specific terminology such as:
	   ○ opinion, narrative, expository, informative,argumentative, introduction, conclusion
	● performs basic processes such as:
	   o identifies the writing genre used to answer the prompt
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Attempts to write narrative, informative, persuasive, and reading response but lacks one or more of the following: staying on topic, including details/examples, using voice to fit the purpose of the text, using a variety of word choice or fluent sentences.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Fifth Grade Writing Rubric

	1	2	3	4
Ideas/Content	Student sometimes loses focus from their topic. No details included.	Focused on topic and task but with minimal details that support the topic. Details may not add to the content.	Student stays focused on topic and task while including multiple supporting details that are relevant to the topic.	Consistently focused on topic and task. All details enhance the content of the topic.
Organization	Writing is not broken into paragraphs. Missing one or more of the following: Introduction, body, or conclusion. Transitions not present.	Writing is broken into paragraphs and includes Introduction, body or conclusion that may be disorganized. At times transitions are used, but writing may become choppy.	Piece is written with an introduction, body and conclusion that flow through ideas in an organized manner and fit the purpose of the piece. Transitions are present throughout and used correctly.	Writing flows between paragraphs with smooth transitions and catchy hooks. Organization stands out and is chosen for a purpose.
Voice	Writing does not attempt to engage the reader and lacks a point of view. Purpose of writing is unclear.	Student may switch between points of view, and the voice does not match the purpose at all times. The writing does not consistently engage the reader.	Writing voice and style match the purpose (narrative, informative, or persuasive) and student chooses one point of view and stays with it throughout the piece. Voice is engaging to the reader.	Engages the reader throughout with interesting and appropriate voice. The piece is engaging and is written with clear purpose.
Word Choice	Students use no creative words or most of the text uses repetitive word choice.	Student begins to vary use of verbs and prepositions and words are varied through most of the essay.	Student uses a variety of verbs and prepositions throughout their text and uses multiple fifth grade vocabulary words.	Meaning and emotion are enhanced through student's specific word choice of verbs, prepositions, adjectives, adverbs, and figurative language.
Sentence Fluency	Oral reading is difficult due to missing words or sentence parts. Most sentences are simple with the same beginning phrases.	Most sentences have correct structure. Many sentences are simple and no more than two sentences in a row start with the same beginning.	Writing can be read aloud smoothly and has begun to show expression. Some compound and complex sentences are added.	Student includes simple, compound and complex sentences throughout to create expression and demonstrate understanding of sentence fluency in their writing.

		Strand: Writing		
		Topic: 5.W.6.1e - Sentences		
		Level: 5th Grade Advanced		
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**			**Sample Tasks**
				● Students will be able to compound complex sentences.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	**The student:** ● Writes simple, compound, and complex declarative, imperative, interrogative and exclamatory sentences using correlative conjunctions (e.g., either/or, neither/nor) **The student exhibits no major errors or omissions.**			● Students will write simple, compound and complex declarative, imperative, interrogative and exclamatory sentences using correlative conjunctions (e.g., either/or, neither/nor)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	● recognizes or recalls specific terminology such as:
	    o simple, compound, complex, declarative, interrogative, imperative, and exclamatory sentences, subordinating conjunctions and coordinating conjunctions
	● performs basic processes such as:
	    o identifies declarative, interrogative, imperative, exclamatory, simple, compound and complex sentences.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
				● Identify the type and structure of a sentence as declarative, interrogative, imperative, exclamatory, simple, compound, and complex sentences in a multiple choice format.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	**Even with help, no understanding or skill demonstrated.**			

Strand: Reading	
Strand: Reading	
Topic: 6.RL.3.1- Plot Structure	
Level: 5th Grade Advanced	

Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what is expected.** The level 4 incorporates a variety of literary skills used appropriately when responding to a text.		**Sample Tasks** ● Given a literary text, student can: EXPLAIN and ANALYZE how theme, characterization, setting, or plot (when provided) is developed and contributes to the overall text with additional specific and expanded text evidence.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Defines and identifies the elements of plot structure (exposition, rising action, climax, falling action, and resolution). ● Explains how plot is developed by key events and situations experienced by the characters. **The student exhibits no major errors or omissions.**		● Given a grade level literary text, student can: EXPLAIN and ANALYZE how theme, characterization, setting, or plot (when provided) is developed and contributes to the overall text.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	  o characterization, contribute, development,plot, setting, theme
	● performs basic processes, such as:
	  o using a graphic organizer (plot diagram), can explain theme, characterization, setting or plot*****Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.**
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Given a grade level literary text, student can: EXPLAIN how theme, characterization, setting, or plot (when provided) is developed and contributes to the overall text.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Strand: Reading Literature	
	Topic: 6.RL.2.2 -Themes in Literature	
	Level: 6th Grade	
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what is expected.** The level 4 incorporates a variety of literary skills used appropriately when responding to a text while making literary and real-world connections with the identified theme.	**Sample Tasks**
		● Given a literary text, student can: DETERMINE the implicit/implied THEME and CITE TEXT EVIDENCE as support ● Will also MAKE VALID, RELEVANT CONNECTIONS between other texts, self, or world without using opinion or judgement.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Determines the theme and explain how the author uses details to make the theme clear. ● Uses sufficient evidence, typically three examples, to support correctly stated theme. **The student exhibits no major errors or omissions.**	● Given a grade level literary text (Lexile 925-1070), student can: DETERMINE the IMPLICIT/IMPLIED THEME and CITE TEXT EVIDENCE as support without using opinion of judgement.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology, such as: o cite, evidence, explicit, implicit, implied, judgement, relevant evidence, summarize, theme ● performs basic processes, such as: o Given choices or using graphic organizer can identify theme and supporting text evidence. *****Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.** **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Given a grade level literary text, student can: o -DETERMINE the EXPLICIT/STATED THEME and o -CITE TEXT EVIDENCE as support without using opinion of judgement.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Strand: Reading Literature			
Topic : 5.RL.3.2 - Point of View			
Level: 5th Grade			
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.**		**Sample Tasks**
			● Given a scenario, the student will write a story given the point of view indicated.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Describes how a narrator's or speaker's point of view influences how events are portrayed. **The student exhibits no major errors or omissions.**		● Given a grade level text (830-1010 Lexile), student can describe how a narrator's or speaker's point of view influences how events are portrayed in paragraph form.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● recognizes or recalls specific terminology, such as:
	    ○ first person, second person, and third person, third person limited, third person omniscient, narrator, speaker, point of view, perspective,
	● performs basic processes, such as:
	    ○ Understands and identifies the point of view of a grade level text (first, second, or third person) and gives evidence/explanation.
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Given a grade level text (830-1000 Lexile), student can identify the point of view and explain how they know.

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Strand: Writing	
	Topic : 5.W.6.1b -Verbs	
	Level: 5th Grade	
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.**	**Sample Tasks** ● Given a paragraph, the students can rewrite the paragraph in perfect tense.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● Writes sentences that use the perfect verb tenses(e.g. I have walked, I had walked, I will have walked) and correctly use verbs that are often misused. (Ex. lie/lay, sit/set,rise/raise) **The student exhibits no major errors or omissions.**	● Students will write complete sentences that use perfect verb tenses and commonly misused verbs.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	All of the level 3 criteria met, but lacking capitalization and/or end punctuation
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology such as: 　○ perfect verb tenses, irregular verbs, linking verbs, helping verbs, ● performs basic processes such as: 　○ recognizing the different types of verbs **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Multiple choice or matching ● Identify the sentence that uses the perfect verb tenses correctly.
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Strand: Writing Grammar			
Topic : 5.W.6.1d-Prepositions			
Level: 5th Grade			
Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		**Sample Tasks** ● Students will rewrite a paragraph adding prepositional phrases to enhance their writing (ex: write a letter to the teacher)
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: ● Writes sentences that include prepositional phrases and explains their functions in the sentence. **The student exhibits no major errors or omissions.**		● Students can identify the preposition in the sentence and explain the function of the preposition (the where, the when and the how)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	All of the level 3 criteria met, but lacking capitalization and/or end punctuation

Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:
	
	● recognizes or recalls specific terminology such as:
	  ○ prepositional phrase, object of the preposition, and preposition
	● performs basic processes such as:
	  ○ identify prepositions
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Multiple choice or matching
			● Identify the preposition in a sentence

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

		Strand: Writing	
		Topic : 5.W.6.2 Punctuation/Capitalization	
		Level: 5th Grade	
Score 4.0	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.**		**Sample Tasks**
			● Application of correct capitalization and punctuation will be evident in the student's writing across curriculum.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● uses a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address ● can apply correct usage of capitalization in writing ● can apply correct usage of apostrophes and quotations marks in writing **The student exhibits no major errors or omissions.**		● Given a paragraph, students can identify sentences that have been written incorrectly and rewrite them correctly
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:**
	
	● performs basic processes such as:
	    ○ correctly uses the following:
	        ■ apostrophes to form possessives and contractions
	        ■ quotation marks and commas to mark direct speech
	        ■ commas before a coordinating conjunction in a compound sentence
	        ■ capitalizing names of proper nouns and the first word in a quotation
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			● Can identify the incorrect sentences

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	