Proficiency Scales

Language Arts Grade 5
2020

SOUTHWESTERN UNION

EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.
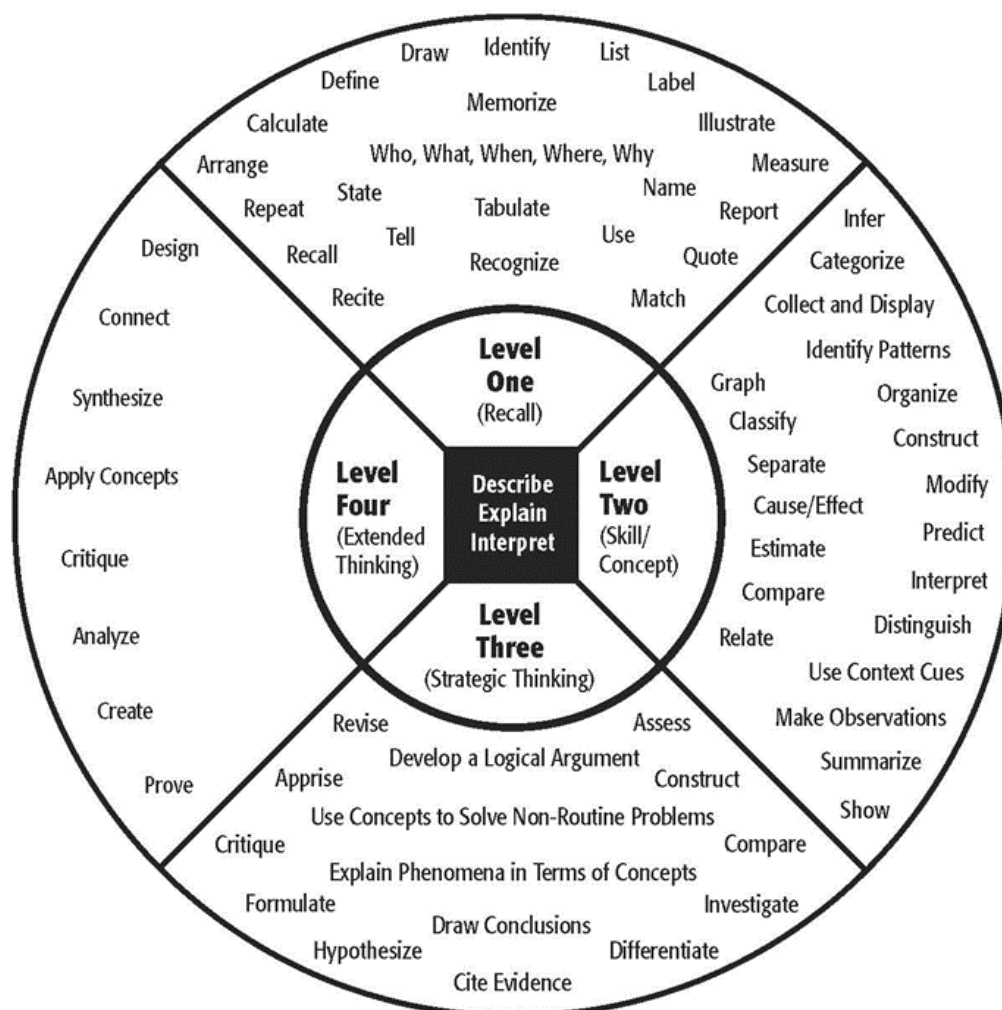
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels

Draw Identify List
Define Label
Calculate Memorize Illustrate
Arrange Who, What, When, Where, Why Measure
State Name
Repeat Tabulate Report Infer
Design Tell Use
Recall Quote Categorize
Recite Recognize Match Collect and Display
Connect Identify Patterns
Synthesize Graph Organize
Classify Construct
Apply Concepts Separate Modify
Critique Cause/Effect Predict
Estimate Interpret
Analyze Compare Distinguish
Create Relate Use Context Cues
Prove Make Observations
Revise Assess Summarize
Apprise Develop a Logical Argument Construct Show
Critique Use Concepts to Solve Non-Routine Problems Compare
Formulate Explain Phenomena in Terms of Concepts Investigate
Hypothesize Draw Conclusions Differentiate
Cite Evidence

Level One (Recall)
Level Four (Extended Thinking)
Level Two (Skill/Concept)
Level Three (Strategic Thinking)
Describe Explain Interpret

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Apply a concept in other contexts.	

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for language arts.

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

ESSENTIAL QUESTIONS AND BIG IDEAS
for READING DOMAINS

3 - 5

Reading Foundations, Literature and Informational Text

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Writing

Essential Question: How can we honor God when we write for a variety of purposes and audiences?

Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.

Speaking and Listening

Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.

Subject: **Language Arts**	Domain: **Reading/Reading Foundations** Strand: **Phonics and Word Recognition**	Grade: **5**

| **Standard:** LA.5.RF.1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.5.3) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology *(e.g., roots and affixes)* to accurately read unfamiliar grade-appropriate multisyllabic words in context **DOK 2** **I can read unfamiliar words that have more than one syllable.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affix, correspondence, letter, multisyllabic, root, sound, syllabication, word* The student will perform basic processes, such as: • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology *(e.g., roots and affixes)* to accurately read unfamiliar grade-appropriate multisyllabic words in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

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Subject: **Language Arts**	Domain: **Reading/Reading Foundations** Strand: **Fluency**	Grade: **5**

Standards: LA.5.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.5.4a-b)
 LA.5.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.5.4c)
 LA.5.RF.4 Use silent reading strategies

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Read grade-appropriate text with purpose and understanding **DOK 2** **I can read and understand fifth grade texts.** • Read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **DOK 2** **I can read fifth grade books and poems aloud accurately, at the right speed, and with expression.** • Use context to confirm or self-correct word recognition and understanding, rereading as necessary **DOK 2** **I can use context clues to help me figure out or correct words I am having trouble with.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Accuracy, confirm, context, expression, meaning, orally, poetry, prose, purpose, rate, self-correct, silent reading, strategy, text, word* The student will perform basic processes, such as: • Describe the purpose for reading a grade-appropriate text • Read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression using teacher-directed fluency strategies *(e.g., modeling, listening to recordings of others reading, recording and listening to self reading)* • Identify words that help to determine the meaning from context • Use silent reading strategies *(e.g., by following print during read-alouds, rereading texts)*

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **5**		
Strand: **Key Ideas and Details**		
Standards: LA.5.RL.1 Quote from the text when explaining what the text says explicitly and when drawing inferences (RL.5.1) LA.5.RI.1 Quote from the text when explaining what the text says explicitly and when drawing inferences (RI.5.1)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Quote accurately from a grade-appropriate story or informational text when explaining what the text says explicitly and when drawing inferences from the text **DOK 3** **I can accurately quote from a text when I am explaining what it says and to support inferences that I have made.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Explicit, inference, logical, quote, text* The student will perform basic processes, such as: • Describe what a grade-appropriate story or informational text says explicitly and draw logical inferences	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**   Domain: **Reading/Literature, Informational Text**   Grade: **5**   Strand: **Key Ideas and Details**

Standards: LA.5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker reflects upon a topic; summarize the text (RL.5.2)
       LA.5.RI.2   Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (RI.5.2)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Describe a theme or main idea of a grade-appropriate piece of literature or informational text from details in the text, including how characters in a story or drama respond to challenges, how the speaker in a poem reflects on a topic, or how key details support the main idea **DOK 3** **I can determine the theme or main idea of a text by thinking about the details in the text.** • Summarize a grade-appropriate piece of literature or informational text **DOK 3** **I can summarize a text in my own words.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Challenge, character, detail, drama, main idea, poem, reflect, respond, speaker, story, summarize, support, text, theme, topic* The student will perform basic processes, such as: • Determine the theme or main idea of a grade-appropriate piece of literature or informational text • Identify details that support a teacher-provided theme or main idea of a grade-appropriate piece of literature or informational text • Summarize a grade-appropriate piece of literature or informational text using a teacher-provided graphic organizer *(e.g., The theme or main idea of the text is _____. Details that support the theme or main idea include: _____.)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Key Ideas and Details**	Grade: **5**

Standards: LA.5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama (RL.5.3)

LA.5.RI.3   Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (RI.5.3)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Compare and contrast two or more characters, settings, or events in a grade-appropriate story or drama, drawing on specific details in the text *(e.g., how characters interact)* **DOK 2** **I can compare and contrast characters, settings, or events using details in the text to support my comparison.** • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical grade-appropriate text based on specific information in the text **DOK 3** **I can explain relationships or interactions between individuals, events, ideas, or concepts in texts using specific information from the text.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Character, compare, concept, contrast, detail, drama, event, historical, idea, individual, information, interact, interaction, relationship, scientific, setting, story, support, technical, text* The student will perform basic processes, such as: • Describe the characters, settings, and events in a grade-appropriate story or drama • Identify details that support the description of a character, setting, or event in a grade-appropriate story or drama • Recognize or recall details of the relationships or interactions between two individuals, events, ideas, or concepts in a grade-appropriate informational text
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Grade: **5**
	Strand: **Craft and Structure**

Standards: LA.5.RL.5 Determine the meaning of words and phrases in context, including figurative language such as metaphors and similes (RL.5.4)

LA.5.RI.5 Determine the meaning of content-specific words and phrases (RI.5.4)

LA.5.L.6   Acquire and use content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) (L.5.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Identify and determine the meaning of words and phrases used figuratively in grade-appropriate literature, including metaphors and similes **DOK 3** **I can understand the meaning of similes and metaphors in literature.** • Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area **DOK 3** **I can determine the meanings of words and phrases in science and social studies texts.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Academic, addition, contrast, domain-specific, figurative, logical, meaning, metaphor, phrase, relationship, simile, text, word* The student will perform basic processes, such as: • Determine the meaning of words and phrases as they are used in grade-appropriate literature • Determine the meaning of general academic and domain-specific words or phrases relevant to a grade 5 topic or subject area in isolation • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships *(e.g., however, although, nevertheless, similarly, moreover, in addition)*

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and scorl ce 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Craft and Structure**	Grade: **5**

Standards: LA.5.RL.6 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (RL.5.5)
LA.5.RI.6 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (RI.5.5)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular grade-appropriate story, drama, or poem **DOK 2** **I can explain how chapters, scenes, or stanzas fit together to give structure to stories, plays, and poems.** • Compare and contrast the overall structure *(e.g., chronology, comparison, cause/effect, problem/solution)* of events, ideas, concepts, or information in two or more grade-appropriate informational texts **DOK 3** **I can compare and contrast the organization (time order, comparison, cause & effect, or problem & solution) of events, ideas, concepts, or information in two or more informational texts.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Cause/effect, chapter, chronology, compare, comparison, concept, contrast, drama, event, idea, information, informative, poem, problem/solution, scene, series, stanza, story, structure, text* The student will perform basic processes, such as: • Identify the parts (chapters, scenes, stanzas) of grade-appropriate stories, dramas, and poems • Map the structure of a grade-appropriate informational text *(e.g., chronology, comparison, cause/effect, problem/solution)* using a teacher-provided graphic organizer
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Craft and Structure**	Grade: **5**

Standards: LA.5.RL.7 Explain how a narrator's or speaker's point of view influences how events are described (RL.5.6)

LA.5.RI.7   Analyze multiple accounts of the same event or topic, noting point of view similarities and differences (RI.5.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: - Explain how a narrator's or speaker's point of view influences how events are described in grade-appropriate literature **DOK 3** **I can explain how a narrator's or speaker's point of view influences literature.** - Analyze multiple accounts of the same grade-appropriate event or topic, noting important similarities and differences in the point of view they represent **DOK 3** **I can analyze multiple accounts of the same event or topic by discussing similarities and differences in their points of view.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: *Account, analyze, author, event, difference, influence, narrator, point of view, similarity, topic* The student will perform basic processes, such as: - Identify indicators that an author is expressing a point of view in grade-appropriate literature - Determine when accounts of an event or topic differ significantly in grade-appropriate informational texts
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text**	Grade: **5**
	Strand: **Integration of Knowledge and Ideas**	

Standards: LA.5.RL.8   Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (RL.5.7)

LA.5.RI.8   Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem (RI.5.7)

LA.5.RL.10 Make connections between a text and personal life experiences and other texts

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of grade-appropriate literature *(e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)* **DOK 3** **I can explain how visuals contribute to a story.** • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently **DOK 3** **I can use different types of informational texts to locate an answer or to solve a problem.** • Make connections between texts and personal life experiences **DOK 3** **I can tell how some of my experiences are similar to texts I read.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Analyze, answer, digital, fiction, folktale, graphic novel, information, meaning, multimedia element, multimedia presentation, myth, poem, print, problem, question, source, text, tone, visual element* The student will perform basic processes, such as: • Identify visual and multimedia elements that have an impact on the meaning, tone, or beauty of grade-appropriate literature • Locate information in grade-appropriate print or digital sources • Make connections between a text and personal life experiences

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Reading/Literature, Informational Text** Strand: **Integration of Knowledge and Ideas**	Grade: **5**

| **Standard:** LA.5.RI.9 Explain how an author uses reasons and evidence to support particular ideas, identifying which reasons and evidence support specific ideas (RI.5.8) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Explain how an author uses reasons and evidence to support particular points in a grade-appropriate informational text **DOK 3** **I can explain how an author uses specific reasons and evidence to support particular points in informational texts.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Author, evidence, point, reason, support, text* The student will perform basic processes, such as: • Identify which reasons and evidence support which points in a grade-appropriate informational text
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**   Domain: **Reading/Literature, Informational Text**   Grade: **5**
Strand: **Integration of Knowledge and Ideas**

Standards: LA.5.RL.9   Compare and contrast stories in the same genre with respect to their treatment of similar themes and topics (RL.5.9)

Standards: LA.5.RL.9   Compare and contrast stories in the same genre with respect to their treatment of similar themes and topics (RL.5.9)
          LA.5.RL.4   Skim for an overview; scan to find specific information
          LA.5.RI.10 Integrate information from several texts on the same topic in order to write or speak about the subject (RI.5.9)
          LA.5.RI.4   Skim for an overview; scan to find specific information

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Compare and contrast grade-appropriate stories in the same genre *(e.g., mysteries and adventure stories)* on their approaches to similar themes and topics **DOK 3** **I can compare and contrast similar themes or topics in stories from the same fiction genre.** • Integrate information from several grade-appropriate informational texts on the same topic in order to write or speak about the subject knowledgeably **DOK 3** **I can use information from several different informational texts on the same topic to help me write or speak with knowledge about the topic.** • Scan to find specific information **DOK 2** **I can scan texts for specific information.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Adventure, compare, contrast, genre, information, integrate, mystery, similar, story, text, theme, topic* The student will perform basic processes, such as: • Identify themes and topics in two or more grade-appropriate stories from the same genre • Identify important information from several grade-appropriate informational texts about the same topic • Skim for an overview

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **5**
Strand: **Range of Reading and Level of Text Complexity**

Standards:	LA.5.RL.11	Select literature that reflects the teachings in God's Word
	LA.5.RI.11	Select informational text that affirms the teachings in God's Word
	LA.5.RL.14	Read literature for pleasure, personal growth, and spiritual development
	LA.5.RI.14	Read literary nonfiction for personal growth and spiritual development

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Read literature for pleasure, personal growth, and spiritual development **DOK 3** **I can read literature for pleasure, personal growth, and spiritual development.** • Read informational texts for personal growth and spiritual development **DOK 3** **I can read informational texts for personal growth and spiritual development.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affirm, development, God's Word, growth, information, literature, personal, pleasure, select, spiritual, teachings, text* The student will perform basic processes, such as: • Select literature and informational texts that affirm the teachings in God's Word
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **5** Strand: **Range of Reading and Level of Text Complexity**		

Standards: LA.5.RL.12 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.5.10)
       LA.5.RI.12 Read and comprehend literary nonfiction (e.g., history/social studies, science, technical texts) of appropriate complexity, independently and proficiently (RI.5.10)
       LA.5.RL.13 Self-monitor reading strategies and make modifications as needed
       LA.5.RI.13 Self-monitor reading strategies and make modifications as needed		

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Read and comprehend grade-appropriate literature and informational text *(e.g., stories, drama, poetry, history/social studies, science, and technical texts),* self-monitoring reading strategies and making modifications as necessary **DOK 3** **I can read and understand fifth grade literature and informational texts independently.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Informational, literature, text* The student will perform basic processes, such as: • Read grade-appropriate literature and informational text using teacher-directed comprehension strategies *(e.g., modeling, predicting, questioning, graphic organizers/scaffolding, and reciprocal reading)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **5**

| **Standards:** LA.5.W.1 Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons and well-organized information, linking words, phrases, and clauses (e.g., consequently, specifically); and a conclusion (W.5.1)
LA.5.W.4 Produce writing that honors God and affirms the principles in His Word ||||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: Write opinion pieces that: introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose; provide reasons that are supported by facts and details; link opinion and reasons using words, phrases, and clauses *(e.g., consequently, specifically)*; provide a concluding statement or section related to the opinion presented **DOK 3** **I can write to share my opinion on topics or texts and provide reasons and information to support that opinion.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: *Clause, concluding statement, detail, fact, idea, information, introduce, link, logical, opinion, organizational structure, phrase, point of view, purpose, reason, support, text, topic* The student will perform basic processes, such as: - Write opinion pieces using a teacher-provided template or graphic organizer *(e.g., My topic is _____. I think this about my topic: _____ because _____.)* - Produce writing that honors God and affirms the teachings in His Word
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **5**

Standards: LA.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, with a general observation and focus; well-organized supporting details (e.g., facts, definitions, quotations, examples); precise language and content-specific vocabulary; ideas linked within/across categories using words and phrases (e.g., in contrast, especially); formatting (e.g., headings); illustrations and multimedia when useful; and a conclusion (W.5.2) LA.5.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Write informative/explanatory texts that: introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting *(e.g., headings)*, illustrations, and multimedia when useful to aiding comprehension; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; link ideas within and across categories of information using words, phrases, and clauses *(e.g., in contrast, especially)*; use precise language and domain-specific vocabulary to inform about or explain the topic; provide a concluding statement or section related to the information or explanation presented **DOK 3** **I can write to inform/explain topics or ideas to others clearly.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affirm, category, clause, comprehension, concluding statement, concrete, convey, definition, detail, domain-specific vocabulary, example, explain, fact, focus, formatting, heading, His Word, honor, idea, illustration, inform, information, informative/explanatory, introduce, link, logical, multimedia, observation, phrase, precise, quotation, related, teachings, topic* The student will perform basic processes, such as: • Write informative/explanatory pieces using a teacher-provided template or graphic organizer *(e.g., My topic is _____. Things I know about my topic: _____.)* • Produce writing that honors God and affirms the teachings in His Word

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Text Types and Purposes**	Grade: **5**

Standards: LA.5.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing), sensory details, transitions, clear event sequences, a specific situation, a narrator and/or characters, and a conclusion (W.5.3) LA.5.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Write narratives that: orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use a variety of transitional words, phrases, and clauses to manage the sequence of events; use concrete words and phrases and sensory details to convey experiences and events precisely; provide a conclusion that follows from the narrated experiences or events **DOK 3** **I can write stories with good technique, detailed descriptions, and a clear sequence.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Affirm, character, clause, conclusion, concrete, convey, description, detail, dialogue, event, experience, His Word, honor, narrative, narrator, organize, orient, pacing, phrase, precise, response, sensory, sequence, situation, teachings, technique, transition* The student will perform basic processes, such as: • Write narrative pieces using a teacher-provided template or graphic organizer *(e.g., My story is about _____. This is the order in which things happened: _____. This is what happened at the end: _____.)* • Describe the use of narrative techniques such as dialogue, description, and pacing • Use teacher-provided transitional words, phrases, and clauses • Produce writing that honors God and affirms the teachings in His Word

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **5**

Standards: LA.5.W.5   Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, comparison and contrast, problem and solution) are appropriate to task, purpose, and audience (W.5.4)

   LA.5.W.12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.5.10)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Produce clear and coherent grade-appropriate writing in which the development and organization are appropriate to task, purpose, and audience *(e.g., opinion, informative/explanatory, narrative, and research writing)* **DOK 3** **I can produce clear writing with appropriate development and organization to suit my task, purpose, and audience.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, task* The student will perform basic processes, such as: • Describe the task, purpose, and audience for a given writing task • Produce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer *(e.g., My topic is _____. Details about my topic include:_____.)* • Write routinely over extended time frames *(e.g., time for research, reflection, and revision)* and shorter time frames *(e.g., a single sitting or a day or two)* for a range of discipline-specific tasks, purposes, and audiences
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **5**

Standards: LA.5.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting or trying a different approach (W.5.5)

LA.5.W.7 With support, use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills), as well as to interact and collaborate (W.5.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Develop and strengthen grade-appropriate writing by planning, revising, editing, rewriting, or trying a new approach **DOK 3** **I can plan, revise, edit, rewrite, or try a new approach in my writing with the help of peers and adults.** • Use technology, including the Internet, to produce and publish grade-appropriate writing *(e.g., using keyboarding skills),* as well as to interact and collaborate with others **DOK 2** **I can use technology to create and publish my writing and to communicate and collaborate with others.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Collaborate, edit, interact, Internet, plan, publish, revise, rewrite, technology* The student will perform basic processes, such as: • Plan writing using a teacher-provided planning template or graphic organizer *(e.g., My topic is _____. Details about my topic include:_____.)* • Revise and edit writing based on teacher and peer feedback • Demonstrate the features of various grade-appropriate technologies *(e.g., word processor, web browser, search engine)* • Demonstrate basic use of a keyboard *(e.g., type a minimum of two pages in a single sitting)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Production and Distribution of Writing**	Grade: **5**

Standard: LA.5.W.8 Apply common conventions of handwriting		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Demonstrate proper formation of uppercase and lowercase letters in manuscript and cursive writing *(e.g., follow common language of letter formation as letters are formed)* **DOK 1** **I can write uppercase and lowercase letters in manuscript and cursive correctly.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Cursive, form, handwriting, lowercase letters, manuscript, uppercase letters, write* The student will perform basic processes, such as: • Demonstrate common conventions of handwriting	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Research to Build and Present Knowledge**	Grade: **5**

Standard: LA.5.W.9 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (W.5.7)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Conduct short grade-appropriate research projects that use several sources to build knowledge through investigation of different aspects of a topic **DOK 3** **I can conduct short research projects to help me learn about topics through investigation.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Aspect, investigation, knowledge, question, research, research project, source, topic* The student will perform basic processes, such as: • Use teacher-provided sources to answer grade-appropriate research questions • Demonstrate each step of the research process in isolation using a teacher-provided template *(e.g., generate appropriate keyword searches, locate appropriate sources, record information related to topic)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Writing** Strand: **Research to Build and Present Knowledge**	Grade: **5**

| **Standards:** LA.5.W.10 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, in notes and finished work, and list sources (W.5.8)
　　　　LA.5.W.11 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.5.9) |||

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: 　• Recall relevant information from experiences or gather relevant information from grade-appropriate print and digital sources **DOK 2** 　**I can recall what I have learned or find new information from books or technology to help me with my research.** 　• Summarize or paraphrase information in notes and finished work, and provide a list of sources **DOK 3** 　**I can summarize or paraphrase information in my notes and in my published work and provide a list of sources that I used for gathering information for my writing.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: 　• *Digital, experience, information, notes, paraphrase, print, recall, relevant, source, summarize* The student will perform basic processes, such as: 　• Gather and record information from grade-appropriate print and digital sources using a teacher-provided template	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Comprehension and Collaboration**	Grade: **5**

Standard: LA.5.SL.1 Engage in collaborative conversations in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material; follow agreed-upon rules and carry out assigned roles; pose and respond to specific questions; review key ideas and draw conclusions (SL.5.1)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-appropriate topics and texts, building on others' ideas and expressing their own clearly *(e.g., come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others; review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions)* **DOK 3** **I can build on others' ideas and express my own ideas clearly in discussions.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Conclusion, contribute, discussion, diverse, elaborate, explicit, idea, information, pose, preparation, question, respond, role, text, topic* The student will perform basic processes, such as: • Follow agreed-upon rules for discussions and carry out assigned roles • Participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner • Prepare for participation in a discussion *(e.g., read or study required material)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content

| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| Score 0.0 | Even with help, no success | |

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Comprehension and Collaboration**	Grade: **5**

Standards: LA.5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.5.2) 　　　　LA.5.SL.3 Summarize a speaker's points and explain how each claim is supported by reasons and evidence (SL.5.3)		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Summarize a written grade-appropriate text read aloud or information presented in diverse grade-appropriate media and formats, including visually, quantitatively, and orally **DOK 3** **I can summarize text that is read aloud or information that is presented to me.** • Explain how each claim made by a speaker is supported by reasons and evidence **DOK 2** **I can explain the reasons and evidence for the points a speaker makes.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Claim, diverse, evidence, format, information, media, orally, point, quantitative, reason, summarize, support, text, visual* The student will perform basic processes, such as: • Summarize a grade-appropriate text or presented information using a teacher-provided template • Summarize the points a speaker makes	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Presentation of Knowledge and Ideas**	Grade: **5**

| **Standards:** LA.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL.5.4)
LA.5.SL.7 Demonstrate reverence to God when speaking and listening |||

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Report on a grade-appropriate topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes **DOK 2** **I can report on a topic or present my opinion logically using appropriate facts and details to support my main idea.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • Descriptive, detail, fact, God's Word, idea, logical, main idea, opinion, pace, relevant, report, reverence, sequence, support, text, theme, topic The student will perform basic processes, such as: • Write a grade-appropriate speech using a teacher-provided graphic organizer or template *(e.g., My speech is about: _____. Details about the topic of my speech include: _____.)* • Speak clearly at an understandable pace • Demonstrate reverence when listening to God's Word and participating in prayer	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Speaking and Listening** Strand: **Presentation of Knowledge and Ideas**	Grade: **5**

Standards: LA.5.SL.5 Use digital media for presentation when appropriate (SL.5.5)
LA.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (SL.5.6)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Include multimedia components *(e.g., graphics, sound)* and visual displays in presentations when appropriate to enhance the development of main ideas or themes **DOK 2** **I can include multimedia (graphs or sound) and other displays to help me show main ideas or themes in my presentations.** • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation **DOK 2** **I can change the way I am speaking (informal or formal) depending on the task or situation.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Context, development, enhance, formal English, graphic, main idea, multimedia, pace, presentation, task, theme, visual, visual aid* The student will perform basic processes, such as: • Speak clearly at an understandable pace • Use a visual aid for presentations • Demonstrate speech to only one context
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **5**

| **Standard:** LA.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of conjunctions, prepositions, and interjections in general and in particular sentences; use verb tenses correctly, including the perfect verb tenses; use correlative conjunctions (e.g., either/or; neither/nor) (L.5.1) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences **DOK 2** **I can explain the use of conjunctions, prepositions, and interjections.** • Form and use the perfect verb tenses *(e.g., I had walked; I have walked; I will have walked)* **DOK 2** **I can form and use the perfect verb tenses (I had walked, I have walked, I will have walked).** • Use verb tense to convey various times, sequences, states, and conditions **DOK 2** **I can use verb tenses to show meaning with regards to times, sequences of events, states, or conditions of being.** • Recognize and correct inappropriate shifts in verb tense **DOK 2** **I can recognize and fix verb tenses that are used incorrectly.** • Use correlative conjunctions *(e.g., either/or, neither/nor)* **DOK 2** **I can use correlative conjunctions correctly (either/or, neither/nor).**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Condition, conjunction, convention, correlative conjunction, grammar, interjection, perfect verb tense, preposition, sentence, sequence, state, usage, verb tense* The student will perform basic processes, such as: • Use grade-appropriate grammar and usage in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **5**

Standard: LA.5.L.2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation,</u> and spelling <u>when writing: use punctuation to separate items in a series; use a comma to separate introductory elements, 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 titles of works;</u> spell grade-appropriate words, consulting references as needed (L.5.2)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0		The student will:
		• Use punctuation to separate items in a series **DOK 2**
		  I can use the correct punctuation when I am writing a sentence with a list of items in a series.
		• Use a comma to separate an introductory element from the rest of the sentence **DOK 2**
		  I can show that I know when to use a comma to separate an introduction from the rest of a sentence.
		• Use a comma to set off the words yes and no *(e.g., Yes, thank you)*, to set off a tag question from the rest of the sentence *(e.g., It's true, isn't it?)*, and to indicate direct address *(e.g., Is that you, Steve?)* **DOK 2**
		  I can show that I know how to use commas correctly to set off words (such as Yes, thank you. It's true, isn't it? Is that you, Steve?).
		• Use underlining, quotation marks, or italics to indicate titles of works **DOK 2**
		  I can use underlining, quotation marks, or italics correctly to indicate titles of works.

	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Comma, convention, direct address, introductory element, italics, punctuation, quotation mark, sentence, series, tag question* The student will perform basic processes, such as: • Demonstrate the use of grade-appropriate conventions in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Conventions of Standard English**	Grade: **5**

Standard: LA.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation to separate items in a series; use a comma to separate introductory elements, 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 titles of works; spell grade-appropriate words, consulting references as needed (L.5.2)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Spell grade-appropriate words correctly when writing, consulting references as needed **DOK 2** **I can use appropriate references to help me spell fifth grade words.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *References* The student will perform basic processes, such as: • Spell grade-appropriate words correctly in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Knowledge of Language**	Grade: **5**

Standard: LA.5.L.3 <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening: expand, combine, and reduce sentences for meaning, read/listener interest, and style</u>; compare and contrast the varieties of English used in stories, dramas, or poems (L.5.3)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Expand, combine, and reduce grade-appropriate sentences for meaning, reader/listener interest, and style in context **DOK 2** **I can expand, combine, and reduce sentences to make them more interesting and more easily understood.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Combine, expand, interest, meaning, reduce, sentence, style* The student will perform basic processes, such as: • Expand, combine, and reduce grade-appropriate sentences for meaning in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Knowledge of Language**	Grade: **5**

Standard: LA.5.L.3 <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening:</u> expand, combine, and reduce sentences for meaning, read/listener interest, and style; <u>compare and contrast the varieties of English used in stories, dramas, or poems</u> (L.5.3)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Compare and contrast the varieties of English *(e.g., dialects, registers)* used in stories, dramas, or poems **DOK 3** **I can compare and contrast different dialects and registers of English used in writing.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Compare, contrast, dialect, drama, poem, register, story, variety* The student will perform basic processes, such as: • Identify examples of the varieties of English used in stories, dramas, or poems
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **5**

Standard: LA.5.L.4 <u>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies:</u> use context (e.g., cause/effect relationships and comparison) and grade-appropriate Greek and Latin affixes and roots (e.g., photograph, photosynthesis) <u>as clues to the meaning of a word or phrase;</u> consult print and digital references for pronunciation and meaning (L.5.4)

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Use context *(e.g., cause/effect relationships and comparisons in text)* as a clue to the meaning of a grade-appropriate word or phrase **DOK 2** **I can use context clues to figure out the meanings of words or phrases.** • Use context to confirm or self-correct word recognition and understanding **DOK 2** **I can use context clues to help me figure out or correct words I am having trouble with.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Cause/effect, clue, comparison, confirm, context, meaning, phrase, relationship, self-correct, text, word* The student will perform basic processes, such as: • Demonstrate the use of context clues using structured sentences in isolation
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success

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Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **5**

Standard: LA.5.L.4 <u>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies</u>: use context (e.g., cause/effect relationships and comparison) and <u>grade-appropriate Greek and Latin affixes and roots (e.g., photograph, photosynthesis) as clues to the meaning of a word or phrase</u>; consult print and digital references for pronunciation and meaning (L.5.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word *(e.g., photograph, photosynthesis)* **DOK 3** **I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes, and roots.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Affix, clue, meaning, root, word* The student will perform basic processes, such as: • Recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **5**

Standard: LA.5.L.4 <u>Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies</u>: use context (e.g., cause/effect relationships and comparison) and grade-appropriate Greek and Latin affixes and roots (e.g., photograph, photosynthesis) as clues to the meaning of a word or phrase; <u>consult print and digital references for pronunciation and meaning</u> (L.5.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Consult grade-appropriate reference materials *(e.g., dictionaries, glossaries, thesauruses)*, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **DOK 2** **I can use print and computer reference sources to help me find the pronunciations and clarify meanings of new words or phrases.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Clarify, dictionary, digital, glossary, meaning, phrase, precise, print, pronunciation, reference, thesaurus, word* The student will perform basic processes, such as: • Demonstrate the use of grade-appropriate reference materials in isolation	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**	Domain: **Language** Strand: **Vocabulary Acquisition and Use**	Grade: **5**

| **Standard:** LA.5.L.5 Demonstrate understanding of word relationships and nuances in word meanings: interpret figurative language, including similes and metaphors in context; explain the meaning of common idioms, adages, and proverbs; use the relationship between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words (L.5.5) |||

Score 4.0		In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0		The student will: • Interpret figurative language, including similes and metaphors, in context in a grade-appropriate text **DOK 3** **I can show that I understand the meaning of figurative language.** • Interpret common idioms, adages, and proverbs in a grade-appropriate text **DOK 3** **I can recognize and explain the meaning of common idioms, adages, and proverbs.** • Use the relationship between particular grade-appropriate words *(e.g., synonyms, antonyms, homographs)* to better understand each of the words **DOK 3** **I can use the relationship between synonyms, antonyms, and homographs to help me better understand each of the words.**
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		The student will recognize or recall vocabulary such as: • *Adage, antonym, figurative, homograph, idiom, interpret, language, metaphor, proverb, relationship, simile, synonym, text, word* The student will perform basic processes, such as: • Recognize or recall examples of simple similes and metaphors • Identify examples of common idioms, adages, and proverbs in a grade-appropriate text • Identify the relationship between particular grade-appropriate words *(e.g., synonyms, antonyms, homographs)*
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	