

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

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Literacy Indicators

Foundational Reading and Fluency

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences and syllabication patterns to 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences and syllabication patterns to 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and 	<p>A 5th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences,

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unfamiliar read multisyllabic words in context or out of context.	accurately read unfamiliar multisyllabic words in context or out of context.	morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. • Read with sufficient accuracy and fluency to support comprehension.	syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. • Read with sufficient accuracy and fluency to support comprehension.
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Reading Comprehension Rubric

Analysis of key ideas and details

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Quote from a text. • Compare two or more characters, settings, or events in a story or drama. 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Quote accurately from a text and make relevant connections. • Determine a main idea or theme of a text. • Compare or contrast two 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Quote accurately from a text, and make relevant connections when explaining what the text says explicitly or when drawing inferences from the text. 	<p>A 5th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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	<p>or more characters, settings, or events in a story or drama.</p>	<ul style="list-style-type: none"> • Determine the theme of a narrative text or two or more main ideas of an informational text, and explain how they are supported by key details. • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text; explain the relationships or interactions between two or more individuals. 	<ul style="list-style-type: none"> • Determine the theme of a narrative text or two or more main ideas of an informational text, and explain how they are supported by key details; summarize the text. • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text; explain the relationships or interactions between two or more individuals.
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Reading Comprehension Rubric

Craft and Structure: analyze author's use of language, specific structure of text, and point of view

<p>1: Limited progress toward meeting end of year grade level standards.</p>	<p>2: Basic progress toward meeting end of year grade level standards.</p>	<p>3: Progress toward meeting end of year grade level standards.</p>	<p>4: Meeting end of year grade level standards and may be ready to work at greater depth.</p>
<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Determine the meaning of words as they are used in a text. 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Determine the meaning of words or phrases as they are used in a grade 5 text. 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a grade 5 	<p>A 5th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as

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<ul style="list-style-type: none"> • Compare the overall structure of events, ideas, concepts, or information in a text. 	<ul style="list-style-type: none"> • Explain how a series of chapters, scenes, or stanzas fits together. • Compare or contrast the overall structure of events, ideas, concepts, or information in a text. • Describe a narrator's or speaker's point of view. • Begin to analyze multiple accounts of the same event or topic 	<p>text, including figurative language such as metaphors and similes.</p> <ul style="list-style-type: none"> • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. • Describe how a narrator's or speaker's point of view influences how events are described. • Analyze multiple accounts of the same event or topic, noting important similarities and differences. 	<p>they are used in a grade 5 text, including figurative language such as metaphors and similes.</p> <ul style="list-style-type: none"> • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. • Describe how a narrator's or speaker's point of view influences how events are described. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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Reading Comprehension Rubric

Integration of Knowledge and Ideas: explain relationships and comparisons within and across texts

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Compare similar themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures. • Explain how an author uses reasons and evidence in a text. 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Begin to analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. • Compare or contrast similar themes, topics, and patterns of events in stories, myths, or traditional literature from different cultures. • Explain how an author uses reasons and evidence to support particular points in a text. • Begin to integrate information from several 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. • Compare and contrast the treatment of similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • Integrate information from 	<p>A 5th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. • Compare, contrast and reflect on the treatment of similar themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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	texts on the same topic in order to write or speak about the subject.	several texts on the same topic in order to write or speak about the subject.	<ul style="list-style-type: none"> Integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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Vocabulary Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> Use context as a clue to the meaning of a word. 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> Use context as a clue to the meaning of a word and/or phrase. Begin to use common, Greek and Latin affixes and roots as clues to the meaning of a word. Interpret figurative language, including similes and metaphors. 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. Use common, Greek and Latin affixes and roots as clues to the meaning of a word. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, 	<p>A 5th grade student at this level can consistently:</p> <ul style="list-style-type: none"> Use context as a clue to the meaning of a word or phrase. Use common, Greek and Latin affixes and roots as clues to the meaning of a word. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the

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		<p>adages, and proverbs.</p> <ul style="list-style-type: none"> • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>meaning of common idioms, adages, and proverbs.</p> <ul style="list-style-type: none"> • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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Writing Indicators

Writing Expression

<p>1: Limited progress toward meeting end of year grade level standards.</p>	<p>2: Basic progress toward meeting end of year grade level standards.</p>	<p>3: Progress toward meeting end of year grade level standards.</p>	<p>4: Meeting end of year grade level standards and may be ready to work at greater depth.</p>
<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • In informational or opinion text, introduce a topic or text clearly; state an opinion. • Develop the topic with facts and/or definitions. • In narrative text, orient the reader by establishing a 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • In informational or opinion text, introduce a topic or text clearly, state an opinion, and create an organizational structure. • Provide reasons that are supported by facts and details from text(s). 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • In informational or opinion text, introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped. • Provide logically ordered reasons that are supported 	<p>A 5th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • In informational or opinion text, 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.

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<p>situation.</p> <ul style="list-style-type: none"> • Use description to develop experiences and/or events. 	<ul style="list-style-type: none"> • Develop the topic with facts and definitions. • In narrative text, orient the reader by establishing a situation and introducing a narrator and/or characters. • Begin to use narrative techniques, such as dialogue and description to develop experiences and events. • Begin to use transitional words and phrases to manage the sequence of events. • Provide a conclusion. 	<p>by facts and details from text(s), quote directly from text when appropriate.</p> <ul style="list-style-type: none"> • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • In narrative text, orient the reader by establishing a situation and introducing a narrator and/or characters; organize a sequence of events. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or to show the responses of characters to situations. • Use transitional words, phrases, or clauses to manage the sequence of events. • Provide a conclusion 	<ul style="list-style-type: none"> • Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate; link opinion and reasons using words, phrases, and clauses. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • In narrative text, orient the reader by establishing a situation and introducing a narrator and/or characters; organize a sequence of events. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or to show the responses of characters to situations. • Use a variety of transitional
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		somewhat related to the opinion, information, or narrated experience presented.	<p>words, phrases, and clauses to manage the sequence of events.</p> <p>• Provide a conclusion clearly related to the opinion, information, or narrated experience presented.</p>
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Writing Conventions Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, or interjections in general. • Use conjunctions. • Use end punctuation. 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general. • Recognize the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. • Begin to use verb tense to convey various times, 	<p>A 5th grade student at this level can:</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 	<p>A 5th grade student at this level can consistently:</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect (e.g., I had walked; I have

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	<p>sequences, states, and conditions.</p> <ul style="list-style-type: none"> • Begin to use correlative conjunctions (e.g., either/or, neither/nor). • Use commas. 	<ul style="list-style-type: none"> • Use verb tense to convey various times, sequences, states, and conditions. • Use correlative conjunctions (e.g., either/or, neither/nor). • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the 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?), or to indicate direct address (e.g., Is that you, Steve?). • Spell grade-appropriate words correctly, consulting references as needed. • Use underlining, quotation marks, or italics to indicate titles of works. 	<p>walked; I will have walked) verb tenses.</p> <ul style="list-style-type: none"> • Use verb tense to convey various times, sequences, states, and conditions; recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions (e.g., either/or, neither/nor). • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the 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?).
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			<ul style="list-style-type: none"> • Spell grade-appropriate words correctly, consulting references as needed. • Use underlining, quotation marks, or italics to indicate titles of works.
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Mathematics Indicators

Math Report Card Rubric

Unit 1: Volume, Multiplication & Division

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fifth-grade student at this level will need extensive support to:</p> <ul style="list-style-type: none"> • find the volume of rectangular prisms with whole-number side lengths using models. • understand the formula used to find 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • finds the volume of rectangular prisms with whole-number side lengths using models. • understands the formula used to find 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • finds the volume of rectangular prisms with whole-number side lengths using models <i>or</i> formulas. • multiplies multi-digit 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • finds the volume of rectangular prisms with whole-number side lengths using models and formulas. • fluently multiplies

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<p>area (Area = length \times width).</p> <ul style="list-style-type: none"> fluently multiply and divide whole numbers up to 100 (including division with remainders, ex. $100 \div 3$). use strategies to add <i>or</i> subtract up to 1,000,000. solve one-step <i>or</i> two-step word problems using the four operations (+, -, \times, \div). show <i>or</i> explain reasoning skills. 	<p>area (Area = length \times width).</p> <ul style="list-style-type: none"> fluently multiplies and divides whole numbers up to 100 (including division with remainders, ex. $100 \div 3$). uses strategies to add <i>or</i> subtract up to 1,000,000. solves one-step <i>or</i> two-step word problems using the four operations (+, -, \times, \div). shows <i>or</i> explains reasoning skills. 	<p>whole numbers (ex. 38×26 or $3,209 \times 5$) using models.</p> <ul style="list-style-type: none"> divides 4-digit whole numbers by 1-digit whole numbers (ex: $4562 \div 4$) using models. fluently adds and subtracts multi-digit whole numbers up to 1,000,000. solves two-step word problems using the four operations (+, -, \times, \div). shows <i>or</i> explains reasoning skills. 	<p>multi-digit whole numbers (ex: 385×26 or $3,209 \times 54$).</p> <ul style="list-style-type: none"> divides 4-digit whole numbers by 2-digit whole numbers (ex: $4562 \div 42$) using models. solves multi-step word problems using the four operations (+, -, \times, \div). shows and explains reasoning skills.
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Math Report Card Rubric

Unit 2: Decimal Place Value

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fifth-grade student at this level will need extensive support to:</p> <ul style="list-style-type: none"> • read and write whole numbers using numbers, words, and expanded form (ex: 3,416, three thousand four hundred sixteen, $3000 + 400 + 10 + 6$). • compare multi-digit whole numbers with symbols ($>$, $<$, $=$). • round whole numbers to the nearest 10 or 100. • fluently multiply and divide whole numbers up to 100 (including division with remainders, ex: $100 \div 3$). • solve one-step or two-step 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • reads and writes whole numbers using numbers, words, and expanded form (ex: 3,416, three thousand four hundred sixteen, $3000 + 400 + 10 + 6$). • compares multi-digit whole numbers with symbols ($>$, $<$, $=$). • rounds whole numbers to the nearest 10 or 100. • fluently multiplies and divides whole numbers up to 100 (including division with remainders, ex: $100 \div 3$). 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • reads and writes numbers to hundredths using numbers, words, and expanded form [ex: 0.17, seventeen hundredths, $(1 \times \frac{1}{10}) + (7 \times \frac{1}{100})$]. • compares two decimals to hundredths with symbols ($>$, $<$, $=$). • recognizes that a digit in one place represents 10 times as much as it represents in the place to its right (ex: 5,000 is ten times as much as 500). • rounds whole numbers to 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • reads and writes numbers to thousandths using numbers, words, and expanded form [ex: 0.175, one hundred seventy-five thousandths, $(1 \times \frac{1}{10}) + (7 \times \frac{1}{100}) + (5 \times \frac{1}{1000})$]. • compares decimals to thousandths with symbols ($>$, $<$, $=$). • recognizes that a digit in one place represents 10 times as much as it represents in the place to its right (ex: 5,000 is ten times as much as 500).

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<p>word problems using the four operations (+, -, ×, ÷).</p> <ul style="list-style-type: none"> • show <i>or</i> explain reasoning skills. 	<ul style="list-style-type: none"> • solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). • show <i>or</i> explain reasoning skills. 	<p>any place value.</p> <ul style="list-style-type: none"> • multiplies multi-digit whole numbers (ex. 38 x 26 or 3,209 x 5) using models. • solves two-step word problems using the four operations (+, -, ×, ÷). • shows <i>or</i> explains reasoning skills. 	<ul style="list-style-type: none"> • recognizes that a digit in one place represents 1/10 of what it represents in the place to its left (ex: 500 is 1/10 of 5,000). • rounds whole numbers and decimals. • fluently multiplies multi-digit whole numbers (ex: 385 x 26 or 3,209 x 54) • solves multi-step word problems using the four operations (+, -, ×, ÷). • shows and explains reasoning skills.
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Math Report Card Rubric

Unit 3: Operations with Fractions Part 1 & Decimals

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fifth-grade student at this level will need extensive support to:</p> <ul style="list-style-type: none"> • add and subtract fractions and mixed numbers with like denominators. • identify, create, and explain equivalent fractions using models. • solve word problems involving addition and subtraction of fractions having like denominators. • use strategies to add <i>or</i> subtract up to 1,000,000. • fluently multiply and divide whole numbers up to 100 (including division with remainders, ex: $100 \div 3$). 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • adds and subtracts fractions and mixed numbers with like denominators. • identifies, creates, and explains equivalent fractions using models. • solves word problems involving addition and subtraction of fractions having like denominators. • uses strategies to add <i>or</i> subtract up to 1,000,000. • fluently multiplies and divides whole numbers up to 100 (including division with remainders, ex: $100 \div$ 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • adds and subtracts fractions and mixed numbers with unlike denominators using models. • finds fractions equivalent to a given fraction. • solves addition <i>or</i> subtraction word problems with fractions using models and equations. • adds <i>or</i> subtracts decimals to hundredths using models. • multiplies <i>or</i> divides decimals to hundredths 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • adds and subtracts fractions and mixed numbers with unlike denominators. • solves addition and subtraction word problems with fractions using models and equations. • adds and subtracts decimals to hundredths using models. • multiplies and divides decimals to hundredths using models. • fluently multiplies multi-digit whole numbers (ex: 385×26 or $3,209 \times$

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<ul style="list-style-type: none"> ● solve one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). ● show <i>or</i> explain reasoning skills. 	<p>3).</p> <ul style="list-style-type: none"> ● solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). ● shows <i>or</i> explains reasoning skills. 	<p>using models.</p> <ul style="list-style-type: none"> ● multiplies multi-digit whole numbers (ex. 38 x 26 or 3,209 x 5) using models. ● solves two-step word problems using the four operations (+, -, ×, ÷). ● shows <i>or</i> explains reasoning skills. 	<p>54).</p> <ul style="list-style-type: none"> ● solves multi-step word problems using the four operations (+, -, ×, ÷). ● shows and explains reasoning skills.
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Math Report Card Rubric

Unit 4: Operations with Fractions Part 2

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fifth-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> compose and decompose fractions. (ex: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$). understand multiplication as repeated addition. fluently multiply and divide whole numbers up to 100 (including division with remainders, ex: $100 \div 3$). solve one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). show <i>or</i> explain reasoning skills. 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> composes and decomposes fractions. (ex: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$). understands multiplication as repeated addition. fluently multiplies and divides whole numbers up to 100 (including division with remainders, ex: $100 \div 3$). solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). shows <i>or</i> explains reasoning skills. 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> multiplies fractions by whole numbers and fractions by fractions using models. interprets a fraction as division (Ex: $\frac{2}{3} = 2 \div 3$). solves real-world problems involving multiplication of fractions and mixed numbers by using models. divides a whole number by a fraction using visual models and equations. multiplies multi-digit whole numbers (ex. 38×26 or $3,209 \times 5$) using models. 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> multiplies fractions by whole numbers and fractions by fractions. interprets a fraction as division (Ex: $\frac{2}{3} = 2 \div 3$) and solves word problems involving division of whole numbers using models and equations. solves real-world problems involving multiplication of fractions and mixed numbers by using models or equations. divides a fraction by a whole number and a whole number by a fraction using visual models and

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		<ul style="list-style-type: none">● solves two-step word problems using the four operations (+, -, ×, ÷).● shows <i>or</i> explains reasoning skills.	<p>equations.</p> <ul style="list-style-type: none">● fluently multiplies multi-digit whole numbers (ex: 385 x 26 or 3,209 x 54).● solves multi-step word problems using the four operations (+, -, ×, ÷).● shows and explains reasoning skills.
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Unit 5: Algebraic Thinking

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fifth-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> • add, subtract, multiply and divide whole numbers. • generate a number or shape pattern following a rule. • identify points on the coordinate plane • fluently multiply and divide whole numbers up to 100 (including division with remainders, ex: $100 \div 3$). • solve one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). • show <i>or</i> explain reasoning skills. 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • adds, subtracts, multiplies and divides whole numbers. • generates a number or shape pattern following a rule. • identify points on the coordinate plane • fluently multiplies and divides whole numbers up to 100 (including division with remainders, ex: $100 \div 3$). • solves one-step <i>or</i> two-step word problems using the four operations (+, -, ×, ÷). 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • uses the order of operations to evaluate numerical expressions (ex: $12 \div (8 - 5) + 7$). • writes a simple numerical expression when given a verbal description <i>or</i> writes a verbal description when given a numerical expression (ex: four less than 12, $12 - 4$) • describes and generates a number pattern. • graph points on the coordinate plane • multiplies multi-digit whole numbers (ex. 38×26 or $3,209 \times 5$) using 	<p>A fifth-grade student at this level:</p> <ul style="list-style-type: none"> • uses the order of operations to evaluate numerical expressions (ex: $12 \div (8 - 5) + 7$). • writes a simple numerical expression when given a verbal description and writes a verbal description when given a numerical expression (ex: four less than 12, $12 - 4$) • generates two numerical patterns using two given rules. • graph points on the coordinate plane to solve real-world and mathematical problems.

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	<ul style="list-style-type: none"> shows <i>or</i> explains reasoning skills. 	<p>models.</p> <ul style="list-style-type: none"> solves two-step word problems using the four operations (+, -, ×, ÷). shows <i>or</i> explains reasoning skills. 	<ul style="list-style-type: none"> fluently multiplies multi-digit whole numbers (ex: 385 x 26 or 3,209 x 54). solves multi-step word problems using the four operations (+, -, ×, ÷). shows and explains reasoning skills.
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Math Report Card Rubric

Unit 6: Coordinate and Plane Geometry

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A fifth-grade student at this level requires extensive support to:</p> <ul style="list-style-type: none"> identify two-dimensional figures. recognize the difference between customary and metric units of measurement. 	<p>A fifth-grade student at this level can:</p> <ul style="list-style-type: none"> identifies two-dimensional figures. recognizes the difference between customary and metric units of measurement. 	<p>A fifth-grade student at this level can:</p> <ul style="list-style-type: none"> identifies the properties of two-dimensional figures. converts from larger units of measurement to smaller units (ex: kilometers to meters, pounds to ounces) 	<p>A fifth-grade student at this level can:</p> <ul style="list-style-type: none"> classify two-dimensional figures based on properties of the figure. converts from larger units of measurement to smaller units (ex: kilometers to

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<ul style="list-style-type: none"> ● create a line plot with fractions of unlike denominators. ● fluently multiply and divide whole numbers up to 100 (including division with remainders, ex: $100 \div 3$). ● solve one-step <i>or</i> two-step word problems using the four operations (+, -, \times, \div). ● show <i>or</i> explain reasoning skills. 	<ul style="list-style-type: none"> ● creates a line plot with fractions of unlike denominators. ● fluently multiplies and divides whole numbers up to 100 (including division with remainders, ex: $100 \div 3$). ● solves one-step <i>or</i> two-step word problems using the four operations (+, -, \times, \div). ● shows <i>or</i> explains reasoning skills. 	<p><i>or</i> converts from smaller units of measurement to larger units (ex: meters to kilometers, ounces to pounds).</p> <ul style="list-style-type: none"> ● creates <i>or</i> analyzes a line plot with fractions of unlike denominators. ● multiplies multi-digit whole numbers (ex. 38×26 or $3,209 \times 5$) using models. ● solves two-step word problems using the four operations (+, -, \times, \div). ● shows <i>or</i> explains reasoning skills. 	<p>meters, pounds to ounces).</p> <ul style="list-style-type: none"> ● converts from smaller units of measurement to larger units (ex: meters to kilometers, ounces to pounds). ● solves multi-step word problems that require converting units of measurement within a given measurement system (ex: convert 5 cm to 0.05 m). ● creates and analyzes a line plot with fractions of unlike denominators. ● fluently multiplies multi-digit whole numbers (ex: 385×26 or $3,209 \times 54$). ● solves multi-step word problems using the four operations (+, -, \times, \div). ● shows and explains reasoning skills.
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Standards-Based Report Card Rubric -- Grade 5

Special Area Indicators

Art Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level <u>needs consistent support</u> to do the following at 5th grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, emphasis, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Work individually and collaboratively to create 	<p>A student at this level <u>needs support</u> to do the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, emphasis, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Work individually and collaboratively to create 	<p>A student at this level <u>can do</u> the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, emphasis, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Work individually and collaboratively to create 	<p>A student at this level at this level <u>can consistently do</u> the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Create a variety of art projects using line, shape, color, space, texture, pattern, contrast, emphasis, balance and movement. Compare and contrast works of art. • Understand and use art specific vocabulary when discussing artists throughout history. Describe contributions of artists in their creations of: landscapes, portraits, sculptures and still lifes from diverse cultures. • Work individually and collaboratively to create

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<p>varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. Understand and utilize project based tier specific vocabulary.</p> <p>• Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art.</p>	<p>varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. Understand and utilize project based tier specific vocabulary.</p> <p>• Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art.</p>	<p>varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. Understand and utilize project based tier specific vocabulary.</p> <p>• Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art.</p>	<p>varied two and three dimensional art projects using different mediums and themes to include multicultural, literary and artist inspired works of art. Understand and utilize project based tier specific vocabulary.</p> <p>• Differentiate and use art vocabulary when responding to paintings, sculptures, landscapes, still lifes to self-evaluate and critique various works of art.</p>
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Dance Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
A student at this level needs consistent support to do the following at the 5th grade level:	<p>A student at this level needs support to do the following at the 5th grade level:</p> <p>• Analyze and identify</p>	<p>A student at this level is can do the following at the 5th grade level:</p> <p>• Analyze and identify</p>	A student at this level at this level can consistently do the following at the 5th grade level:

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<ul style="list-style-type: none"> • Analyze and identify different shapes and apply to improvisation and choreographic structures. Able to identify and utilize the Elements of Dance. Able to respond effectively to various forms of sound or accompaniment. • Recognize works of dance, significant artists, and diverse cultures throughout history. • Perform a dance with a beginning, middle, and end that conveys a theme or idea. Collaborate with others in small groups. Apply developmentally appropriate kinesthetic principles. • Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. 	<p>different shapes and apply to improvisation and choreographic structures. Able to identify and utilize the Elements of Dance. Able to respond effectively to various forms of sound or accompaniment.</p> <ul style="list-style-type: none"> • Recognize works of dance, significant artists, and diverse cultures throughout history. • Perform a dance with a beginning, middle, and end that conveys a theme or idea. Collaborate with others in small groups. Apply developmentally appropriate kinesthetic principles. • Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. • Assess yourself and others 	<p>different shapes and apply to improvisation and choreographic structures. Able to identify and utilize the Elements of Dance. Able to respond effectively to various forms of sound or accompaniment.</p> <ul style="list-style-type: none"> • Recognize works of dance, significant artists, and diverse cultures throughout history. • Perform a dance with a beginning, middle, and end that conveys a theme or idea. Collaborate with others in small groups. Apply developmentally appropriate kinesthetic principles. • Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology. 	<ul style="list-style-type: none"> • Analyze and identify different shapes and apply to improvisation and choreographic structures. Able to identify and utilize the Elements of Dance. Able to respond effectively to various forms of sound or accompaniment. • Recognize works of dance, significant artists, and diverse cultures throughout history. • Perform a dance with a beginning, middle, and end that conveys a theme or idea. Collaborate with others in small groups. Apply developmentally appropriate kinesthetic principles. • Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference employing basic, dance terminology.
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<ul style="list-style-type: none"> • Assess yourself and others using the elements of dance and style-specific dance terminology. 	using the elements of dance and style-specific dance terminology.	<ul style="list-style-type: none"> • Assess yourself and others using the elements of dance and style-specific dance terminology. 	<ul style="list-style-type: none"> • Assess yourself and others using the elements of dance and style-specific dance terminology.
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Band Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Meeting end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, phrasing, dynamics and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand 	<p>A student at this level needs support to do the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, and posture. 	<p>A student at this level can do the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, and posture. 	<p>A student at this level at this level can consistently do the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position and posture. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, and posture.

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<p>position, phrasing, dynamics and posture.</p> <ul style="list-style-type: none"> • Student can discern and correct errors in tone quality, tempo, notes and rhythms, hand position, phrasing, dynamics and posture. 	<ul style="list-style-type: none"> • Student can discern and correct errors in tone quality, tempo, notes and rhythms, hand position, phrasing, dynamics and posture. 	<ul style="list-style-type: none"> • Student can discern and correct errors in tone quality, tempo, notes and rhythms, hand position, phrasing, dynamics and posture. 	<ul style="list-style-type: none"> • Student can discern and correct errors in tone quality, tempo, notes and rhythms, hand position, phrasing, dynamics and posture.
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Orchestra Rubric

<p>1: Limited progress toward meeting end of year grade level standards.</p>	<p>2: Basic progress toward meeting end of year grade level standards with increased support</p>	<p>3: Progress toward meeting end of year grade level standards</p>	<p>4: Meeting end of year grade level standards and may be ready to work at greater depth</p>
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<p>A student at this level needs consistent support to do the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, posture and dynamics. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, posture and dynamics. • Students can discern and correct errors in tone quality, tempo, notes and rhythms, posture and dynamics. 	<p>A student at this level needs support to do the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, posture and dynamics. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, posture and dynamics. • Student can discern and correct errors in tone quality, tempo, notes and rhythms, posture and dynamics. 	<p>A student at this level can do the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, posture and dynamics. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, posture and dynamics. • Student can discern and correct errors in tone quality, tempo, notes and rhythms, posture and dynamics. 	<p>A student at this level at this level can consistently do the following at a 5th grade level:</p> <ul style="list-style-type: none"> • Student demonstrates an understanding of an appropriate tone quality, tempo, accurate notes and rhythms, posture and dynamics. • Student can perform a piece of music using an appropriate tone quality, tempo, accurate notes and rhythms, proper hand position, posture and dynamics. • Student can discern and correct errors in tone quality, tempo, notes and rhythms, posture and dynamics.
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Health Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse. 	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse. 	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse. 	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none"> • Understand personal wellness concepts that support a healthy, active lifestyle • Identify ways to prevent injuries at home, school, and in the community. • Demonstrate personal and interpersonal communication to support a healthy lifestyle. • Summarize the short- and long-term physical and behavioral effects of alcohol/tobacco use and abuse.

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Elementary Physical Education Rubric

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards with increased support	3: Progress toward meeting end of year grade level standards	4: Met end of year grade level standards and may be ready to work at greater depth
<p>A student at this level needs consistent support to do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness. • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational 	<p>A student at this level needs support to do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness. • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally appropriate control in 	<p>A student at this level is can do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness. • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities). 	<p>A student at this level at this level can consistently do the following:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness. • Demonstrate and/or explain the physical, social, emotional, and intellectual benefits of regular physical activity. Exhibit good sportsmanship and appropriate behavior as both a player and an observer. • Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).

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activities).	isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, and recreational activities).		
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Social/Emotional Learning Indicators

Regulates own emotions and behaviors

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Manages feelings	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Follows limits and expectations	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Takes care of own needs appropriately	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Establishes and sustains positive relationships

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Forms relationships with adults	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Responds to emotional cues	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Interacts with peers	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Makes friends	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Participates cooperatively and constructively in group situations

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Balances needs and rights of self and others	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Solves social problems	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

Work Habit Indicators

Work Habits

	1: SEL Competencies <u>Emerging</u>	2: SEL Competencies <u>Developing With</u> Support/Reminders	3: SEL Competencies <u>Progressing</u>	4: SEL Competencies <u>Demonstrated</u> Consistently Without Support
Listens attentively and follows directions	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Is prepared for class	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Shows independence in tasks and routines	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Completes tasks in a timely manner	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.
Participates in discussion	1: A student at this level needs consistent support to demonstrate the behavior.	2: A student at this level needs support to demonstrate the behavior.	3: A student at this level can demonstrate the behavior.	4: A student at this level can consistently demonstrate the behavior.

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Science Indicators

Science Content Rubric

1: Little to no progress toward meeting end of year grade level standards.	2: Less than expected progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
Does not yet use science vocabulary appropriately. Cannot identify cause and effect.	Demonstrates a weak understanding of science vocabulary. Inconsistently attributes the proper causes to effects.	Demonstrates a strong understanding of science vocabulary. Correctly attributes the proper causes to effects.	Uses the appropriate science vocabulary in oral responses and written work. Is able to make predictions based on a proper understanding of cause and effects.

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Social Studies Indicators

Social Studies Content Rubric

Students expresses appropriate content knowledge orally and in writing.

1: Limited progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
Student infrequently demonstrates understanding of most key concepts in social studies both orally and in writing.	<p>Student sometimes demonstrates understanding of key concepts in social studies but may have difficulty applying them. A student performing at this level can:</p> <ul style="list-style-type: none"> • Correctly identify vocabulary. • Recall key events in American history. • Locate and identify information on maps, charts and videos. 	<p>Student frequently demonstrates understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> • Correctly identifying and applying vocabulary. • Demonstrating the significance of key documents and events in American History such as the Magna Carta, Declaration of Independence, Articles of Confederation, Constitution, Economics of the three colonial regions, and the impact of different 	Student meets end-of-year standards by consistently demonstrating understanding of key concepts in social studies.

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		<p>religious beliefs in the New World, Boston Tea Party, Boston Massacre.</p> <ul style="list-style-type: none"> • Articulating the impact of Slavery on the economies of many nations. 	
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Social Studies Skills Rubric

Student demonstrates appropriate skills for social studies skills orally and in writing.

<p>1: Limited progress toward meeting end of year grade level standards.</p>	<p>2: Basic progress toward meeting end of year grade level standards.</p>	<p>3: Progress toward meeting end of year grade level standards.</p>	<p>4: Meeting end of year grade level standards and may be ready to work at greater depth.</p>
<p>Student infrequently demonstrates ability to apply the necessary social studies skills.</p>	<p>Student sometimes demonstrates proficiency in the ability to apply some of the necessary social studies skills. A student performing at this level can:</p> <ul style="list-style-type: none"> • Cite textual evidence in support of responses. • Identify features on a map 	<p>Student frequently demonstrates proficiency in the ability to apply most social studies skills orally and in writing by:</p> <ul style="list-style-type: none"> • Citing and explain textual evidence in support of responses. • Being able to connect the causes and effects of key moments in American 	<p>Student is meeting end of the year standards by consistently demonstrating proficiency in the ability to apply all social studies skills orally and in writing.</p>

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	<ul style="list-style-type: none">• Identify main ideas.• Find information on maps and charts.	<p>history</p> <ul style="list-style-type: none">• Identifying features on a map and utilize maps.• Identifying main ideas and supporting details.• Comparing and Contrasting different perspectives.• Utilizing information in maps, charts, or videos to answer questions.• Analyzing how geography shaped the colonies and the American Revolution.	
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Digital Citizenship Indicator

Digital Citizenship, Library & Coding

1: Limited progress toward meeting end of year grade level standards	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Met end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level needs consistent support to do the following at 3 – 5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage 	<p>A student at this level needs support to do the following at a 3-5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage 	<p>A student at this level is can do the following at a 3-5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage. 	<p>A student at this level at this level can consistently do the following at 3-5 grade level:</p> <ul style="list-style-type: none"> • Understand that good digital citizens practice digital etiquette, and online safety by respecting and protecting themselves and others in the digital world. • Learn the method of Cornell note taking; collecting and summarizing information on a topic from a nonfiction source and using appropriate keywords to research a topic. • Demonstrate basic keyboarding & coding skills with a broad understanding of its real world usage

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

World Language Indicator

World Languages

Interpretive Mode

1: Little to no progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> • Not identify basic information or has not retained any memorized words or phrases. Is not able to identify sentence structure. 	<p>A student at this level is:</p> <ul style="list-style-type: none"> • Having difficulty deciphering between similar terms and expressions. 	<p>A student at this level can:</p> <ul style="list-style-type: none"> • Identify most vocabulary on basic information and familiar topics. 	<p>A student at the novice mid level can consistently:</p> <ul style="list-style-type: none"> • Identify basic information on familiar topics by recognizing memorized words, phrases, and simple sentences contained in authentic spoken and written materials.

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Standards-Based Report Card Rubric -- Grade 5

World Languages

Interpersonal Mode

1: Little to no progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> • Cannot request or provide basic information. • Cannot express basic needs on familiar topics/everyday activities. 	<p>A student at this level is:</p> <ul style="list-style-type: none"> • Has difficulty requesting and providing basic information orally and in writing. • Has difficulty expressing basic needs on familiar topics and everyday activities. 	<p>A student at this level can:</p> <ul style="list-style-type: none"> • Request and provide information but may have difficulty doing so either orally or in writing. • Student can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. 	<p>A student at the novice mid level can consistently:</p> <ul style="list-style-type: none"> • Request and provide information by asking and answering a few simple questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. • Can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

World Languages

Presentational Mode

1: Little to no progress toward meeting end of year grade level standards.	2: Basic progress toward meeting end of year grade level standards.	3: Progress toward meeting end of year grade level standards.	4: Meeting end of year grade level standards and may be ready to work at greater depth.
<p>A student at this level can:</p> <ul style="list-style-type: none"> • Not present information about themselves, their interests or their activities on familiar everyday topics. • Cannot express their likes or dislikes. 	<p>A student at this level is:</p> <ul style="list-style-type: none"> • Having difficulty presenting information about themselves, their interests, their activities on familiar everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. • Has difficulty expressing their likes and dislikes on very familiar and everyday topics of interest. 	<p>A student at this level can:</p> <ul style="list-style-type: none"> • Most of the time present information about themselves, their interests, their activities on familiar topics using a mixture of practiced or memorized words, phrases and simple sentences. • Can sometimes express their likes and dislikes on very familiar and everyday topics of interest. 	<p>A student at the novice mid level can consistently:</p> <ul style="list-style-type: none"> • Present information about themselves, their interests, their activities on familiar everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. • Can also express their likes and dislikes on very familiar and everyday topics of interest.

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

English as a Second Language English Proficiency Standards

The student's English Proficiency Level in the usage of Social and Instructional Language is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Language Arts is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

The student's English Proficiency Level in the usage of Language of Mathematics is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Science is:

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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The student's English Proficiency Level in the usage of Language of Social Studies is:

Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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English as a Second Language Domains

Proficiency Level – Listening

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

<p>A student at this level generally can understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example:</p> <ul style="list-style-type: none"> • Recognize familiar words and phrases in conversations • Match information from oral descriptions to objects, figures or illustrations 	<p>A student at this level <u>generally can</u> understand oral language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Identify main topics in discussions • Categorize or sequencing information presented orally 	<p>A student at this level <u>generally can</u> understand oral language related to specific common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Connect spoken ideas to own experiences • Find, select, order information from oral descriptions 	<p>A student at this level <u>generally can</u> understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information 	<p>A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> • Expand on others' ideas • Distinguish events, people or situations from oral descriptions 	<p>A student at this level <u>generally can</u> understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> • Synthesize information from multiple speakers • Recognize language that conveys information with precision and accuracy
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

<ul style="list-style-type: none"> Follow one-step oral directions Show agreement or disagreement with oral statements 	<ul style="list-style-type: none"> using pictures or objects Follow short oral directions with the help of pictures Sort facts and opinions stated orally 	<ul style="list-style-type: none"> Identify the causes and effects of events or situations discussed orally Classify pros and cons of issues in discussions 	<ul style="list-style-type: none"> Apply key information about processes or concepts presented orally Identify positions or points of view on issues in oral discussions 	<ul style="list-style-type: none"> Recall key information and details about processes or concepts discussed orally Identify examples and reasons that support an opinion or viewpoint 	<ul style="list-style-type: none"> Create models or visuals to represent detailed information presented orally Identify strengths and limitations of different points of view
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Proficiency Level - Speaking

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
A student at this level <u>generally can</u> communicate orally in English using gestures and	A student at this level <u>generally can</u> communicate ideas and information	A student at this level <u>generally can</u> communicate ideas and details orally in English	A student at this level <u>generally can</u> communicate orally in English using	A student at this level <u>generally can</u> use English to communicate orally and	A student at this level <u>generally can</u> use English to communicate orally

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Standards-Based Report Card Rubric -- Grade 5

language that	orally in English	using several	language related to	participate in all	and participate in
<p>may contain a few words, for example:</p> <ul style="list-style-type: none"> • Ask and answer simple questions about what, when, or where something happened • Name familiar objects, people, pictures • Show how to solve problems using words and gestures • Express personal preferences 	<p>using language that contains short sentences and everyday words and phrases, for example:</p> <ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions 	<p>connected sentences and can participate in short conversations and discussions in school, for example:</p> <ul style="list-style-type: none"> • Relate stories or events • Share ideas and provide details • Describe processes or procedures • Give opinions with reasons 	<p>specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Compare stories, issues, concepts • Paraphrase and summarize information • State ideas to show how or why with examples • Give opinions supported by detailed reasons 	<p>academic classes, for example:</p> <ul style="list-style-type: none"> • Discuss the causes and impact of events • Summarize and relate information • Present and justify ideas showing how or why • Express and defend opinions backed by examples and reasons 	<p>all academic classes, for example:</p> <ul style="list-style-type: none"> • React and respond to multiple points of view • Organize and present research based information • Clarify how or why something happens • Persuade others based on opinions, examples and reasons

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Standards-Based Report Card Rubric -- Grade 5

Proficiency Level - Reading

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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Standards-Based Report Card Rubric -- Grade 5

<p>A student at this level <u>generally can</u> understand written texts that include visuals and may contain a few words or phrases in English, for example:</p> <ul style="list-style-type: none"> • Interpret information from graphs, charts, and other visual information • Comprehend short text with 	<p>A student at this level <u>generally can</u> understand written language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Identify main ideas in written information • Identify main actors and 	<p>A student at this level <u>generally can</u> understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that 	<p>A student at this level <u>generally can</u> understand written language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • Distinguish view points and justifications described in editorials and other written texts • Identify main ideas and details 	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> • Summarize information on a variety of topics and for a variety of purposes • Compare ideas and information 	<p>A student at this level <u>generally can</u> understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> • Evaluate written information from various sources of information • Conduct research and
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

<p>illustrations and simple and familiar language</p> <ul style="list-style-type: none"> • Identify steps in processes presented in graphs or short texts with illustrations • Identify words and phrases that express opinions and claims 	<p>events in stories and simple texts with pictures or graphs</p> <ul style="list-style-type: none"> • Sequence pictures, events or steps in processes • Distinguish between claim and evidence statements 	<p>tells who, what, when or where something happened</p> <ul style="list-style-type: none"> • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence 	<p>in informational and fictional texts</p> <ul style="list-style-type: none"> • Recognize biases and diverse perspectives in written text • Connect claims, evidence and examples in a variety of written sources 	<p>across various texts</p> <ul style="list-style-type: none"> • Identify causes, effects and consequences of events from written information • Recognize claims and supporting evidence around specific issues or concepts 	<p>synthesizing information from multiple sources</p> <ul style="list-style-type: none"> • Distinguish various processes based on details in written texts • Recognize different ideas and claims and evidence about a variety of issues
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

Proficiency Level - Writing

1: Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2: Emerging: Knows and uses some social English and general academic language with visual and graphic support	3: Developing: Developing Knows and uses social English and some specific academic language with visual and graphic support	4: Expanding: Knows and uses social English and some technical academic language	5: Bridging: Knows and uses social and academic language working with grade level material	6: Reaching: Knows and uses social and academic language at the highest level measured by this test
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Franklin Township Public Schools

Standards-Based Report Card Rubric -- Grade 5

<p>A student at this level <u>generally can</u> communicate in writing using visuals, symbols and may contain few words in English, for example:</p> <ul style="list-style-type: none"> • Express ideas or concepts using text and illustrations • Share personal experiences through drawings and words 	<p>A student at this level <u>generally can</u> communicate in writing in English using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> • Describe ideas or concepts using phrases or short sentences • Label illustrations describing what, when, or where 	<p>A student at this level <u>generally can</u> communicate in writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives 	<p>A student at this level <u>generally can</u> communicate in writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • Produce papers describing specific ideas or concepts • Narrate stories with details of people, events and situations 	<p>A student at this level <u>generally can</u> communicate in writing using language from all academic classes, for example:</p> <ul style="list-style-type: none"> • Create detailed opinion pieces about a variety of topics • Write summaries of various types of texts 	<p>A student at this level <u>generally can</u> communicate in writing in English using language from all academic classes, for example:</p> <ul style="list-style-type: none"> • Produce clearly organized commentaries and editorials on various issues • Elaborate narratives with rich, descriptive language and
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Standards-Based Report Card Rubric -- Grade 5

<ul style="list-style-type: none"> • Label steps in processes presented in graphs or short texts • State opinions or preferences through text and illustrations 	<p>something happened</p> <ul style="list-style-type: none"> • State steps in processes or procedures • Express opinions about specific topics or situations 	<ul style="list-style-type: none"> • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences 	<ul style="list-style-type: none"> • Create explanatory text that includes details or examples • Provide opinions supported by reasons with details 	<ul style="list-style-type: none"> • Describe causes, effects and consequences of processes and events • Express and defend positions supported by examples and reasons 	<p>complex organization</p> <ul style="list-style-type: none"> • Create formal written reports on a variety of issues, ideas and information • Produce well organized persuasive essays using complex and technical language
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