

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

Content Area: English/Language Arts

Rubric for Grade: 5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Reading and Literature				
Instructional Reading Level (below, at, or above)				
Applies decoding and word analysis skills effectively	Rarely decodes multi-syllabic words and word parts	Occasionally uses prefixes, suffixes, and context clues to decode multi-syllabic words	Frequently applies decoding and word analysis skills effectively	Consistently constructs meaning of words and word parts using a variety of context clues and word analysis skills
Reads with accuracy, fluency, and expression	Uses the tools of punctuation, word recognition and voice inflection in reading with teacher assistance	Uses tools of punctuation, word recognition and voice inflection in oral reading with minimal teacher assistance	Consistently reads with accuracy, fluency, and expression	Always integrating knowledge independently of punctuation, word recognition and voice inflection for oral reading fluency
Understands and uses new vocabulary	Identifies story vocabulary using structural analysis and context clues with teacher assistance	Identifies and utilizes story vocabulary using structural analysis and context clues with minimal teacher assistance	Consistently understands and uses grade appropriate reading vocabulary in the context of reading and writing	Independently uses complex reading vocabulary in the context of reading and writing
Comprehends literal meaning (recall)	Answers oral and written questions inconsistently; identifies main idea and story elements with teacher assistance	Answers most questions correctly, locates some evidence from the text to identify main idea, supporting details, etc with minimal teacher assistance	Consistently demonstrates comprehension of literal meaning by locating and citing evidence from the text	Extends written response with relevant details; always able to summarize in writing the basic story elements
Comprehends inferential meaning (implied, not stated)	Infers meanings using clues in the text to determine the author's message/ with teacher assistance	Interprets implied meaning of author's message, draws conclusions regarding unstated information with some assistance	Consistently determines inferences successfully; comprehends inferential meaning	Uses strategies to determine implied meaning of author's message, and extends thinking. Makes text connections
Understands elements of a variety of genres of literature	Distinguishes between different genres of literature with teacher assistance	Distinguishes between different genres of literature with minimal teacher assistance	Consistently understands elements of a variety of genres of literature	Always understands and distinguishes between different genres of literature
Identifies character, plot, conflict, and resolution	Identifies two details related to story elements	Identifies three elements	Identifies all story elements; locates and cites evidence relative to character, plot, conflict, & resolution	Always identifies all essential details and sequences story events, cites evidence and makes connection
Uses appropriate study skills and resources to access information	Uses study skills to access information utilizing resource materials /with teacher assistance	Accesses appropriate information from resource materials with some teacher assistance	Consistently uses appropriate study skills and resources to access information	Generates projects by accessing additional information and a variety of resource materials & study skills to complete independent research

Content Area: English/Language Arts (Cont.)

Rubric for Grade: 5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Language and Composition				
Communicates effectively in oral presentations and class discussions	Speaks clearly during oral presentations at an understandable rate with prompts and teacher assistance	Presents orally using volume, voice, intonation and fluency with some teacher assistance	Communicates effectively in oral presentations and class discussions; uses appropriate volume, intonation and fluency	Always able to present orally using appropriate volume, voice, intonation, and fluency combined with nonverbal communication skills
Uses correct capitalization and punctuation in written work	Identifies and applies capitalization and punctuation skills; needs teacher assistance	Identifies and applies capitalization and punctuation skills with minimal teacher assistance	Consistently able to identify, apply and use capitalization and punctuation skills	Always able to identify, apply, and use capitalization and punctuation skills
Uses correct grammar in written work	Identifies and applies grammar skills, such as parts of speech, agreement of s + v, etc., needs teacher assistance	Identifies and applies grammar skills (parts of speech, agreement of s + v, etc) in written work with minimal teacher assistance	Frequently uses correct grammar skills in written work	Always uses correct grammar skills in written work
Uses correct spelling of grade level words	Spells few grade level high frequency words correctly in formal lessons and tests	Spells some grade level high frequency words correctly in formal lessons and tests	Frequently uses correct spelling of grade level high frequency words	Consistently spells all assigned words quickly, easily and correctly
Applies knowledge of spelling rules and patterns in everyday writing	Uses spelling rules and patterns inconsistently in daily writing assignments	Applies some spelling rules and patterns correctly in daily writing with some teacher assistance	Consistently applies knowledge of spelling rules and patterns in every day writing	Always uses correct spelling in a variety of academic requirements including home, class, and independent work
Uses writing process effectively to write an organized piece with purpose, clarity and detail	Writes an organized piece with limited details and topic development with teacher assistance	Writes an organized piece with purpose, limited details and topic development with minimal teacher assistance	Consistently writes an organized piece meeting the required FCA's (Focus Correction Areas)	Always writes an organized piece meeting the required FCA's (Focus Correction Areas)

**STOUGHTON PUBLIC SCHOOLS
STOUGHTON, MASSACHUSETTS**

Content Area: Mathematics

revised 11-08

Rubric for Grade: 5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
<p>1. Demonstrates mastery of basic facts and skills</p> <p>Benchmarks: Term I – multiplication, divisibility rules, and prime/composite numbers Term II, III – multiplication and division</p>	Demonstrates partial knowledge of basic facts and skills	Progressing forward mastery of basic facts and skills	Consistently demonstrates mastery of all basic facts and skills	Demonstrates mastery with automaticity of all basic facts and applies knowledge to solve related problems
2. Estimates and solves problems involving addition, subtraction, multiplication, and division of multidigit whole numbers and positive decimals using standard algorithms	Demonstrates partial knowledge of estimation and problem solving with teacher assistance	Demonstrates partial knowledge of estimation and problem solving with minimal teacher assistance	Consistently demonstrates ability to estimate and solve problems independently.	Applies knowledge of estimation and problem solving in more complex problems
3. Identifies attributes and names of shapes, angles, line types, and lines of symmetry	Able to identify some attributes of shapes, angles, line types, and lines of symmetry with teacher assistance	Able to identify some attributes of shapes, angles, line types, and lines of symmetry with minimal teacher assistance	Consistently knows and applies knowledge of attributes and names of shapes, angles, line types, and lines of symmetry independently	Able to identify attributes of more complex shapes, angles, line types, and lines of symmetry
4. Names and writes numbers with accurate place value in various forms (e.g. powers of ten, standard notation, scientific notation, word form)	Names and writes numbers with accurate place value in 1-2 forms with teacher assistance	Names and writes numbers with accurate place value in some forms with minimal teacher assistance	Consistently names and writes numbers with accurate place value in various forms	Names and writes numbers in all forms with accurate extended place value (e.g. hundred millions place)
<p>5. Compare and order whole numbers, fractions, decimals, and percents; including locations on a number line</p> <p>Benchmarks: Term I – whole numbers Term II, III – fractions, decimals, and percents</p>	With teacher assistance, is able to compare and order whole numbers, fractions, decimals, and percents. Needs teacher assistance with number line.	With minimal teacher assistance, is able to compare and order whole numbers, fractions, decimals, and percents. May also need teacher assistance with number line.	Consistently able to compare and order whole numbers, fractions, decimals, and percents; including the accurate use of a number line	Able to compare and order whole numbers, complex fractions, decimals, and percents; including the extended use of a number line
<p>6. Demonstrates an understanding of order of operations using parenthesis</p> <p>Benchmarks: Term I – N/A Term II, III – only</p>	Able to demonstrate some steps of the order of operations and use of parenthesis with teacher assistance	Demonstrates partial use of the order of operations. Can properly place parenthesis with minimal teacher assistance	Consistently demonstrates appropriate use of the order of operations and an understanding of parenthesis placement	Able to extend knowledge of the order of operations and use of parenthesis to create new examples
<p>7. Identifies and uses a standard system of measurement</p> <p>Benchmarks: Term I – N/A</p>	Identifies and uses standard units of measurement to solve problems with	Selects and uses appropriate units and tools of measurement to solve problems with	Consistently identifies and uses standard units of measurement to solve problems	Always identifies and uses measurement skills to explore, research,

Term II – perimeter and area Term III – perimeter, area, and volume	teacher assistance	minimal assistance		and create independent projects
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<p>8. Organizes, displays, and analyzes a set of data</p> <p>Benchmarks: Term I, II– landmark numbers Term III – predicting probability of outcomes</p>	<p>Makes simple predictions when collecting, organizing, displaying, and analyzing data with teacher assistance</p>	<p>Organizes data using one method of display: draws conclusions and makes predictions about a given set of data with minimal teacher assistance</p>	<p>Consistently collects, organizes, displays, and analyzes data to solve problems</p>	<p>Generates projects through observations, surveys, measurements, or experiments, and identifies a variety of ways to display the data</p>
<p>9. Constructs, interprets and labels various graphs</p> <p>Benchmarks: Term I – N/A Term II – bar graphs, percent circles, stem and leaf plots, line graphs Term III – coordinate graphs</p>	<p>Reads a chart, graph, or table with teacher assistance</p>	<p>Reads and interprets data from a graph, chart, or table with some teacher assistance</p>	<p>Organizes, reads, and interprets data from a graph, chart, or table</p>	<p>Organizes, reads, interprets, and draws conclusions from data in a graph, chart, or table</p>
<p>10. Understands and uses appropriate strategies to solve problems involving whole numbers</p>	<p>Uses appropriate strategies to solve problems with teacher assistance</p>	<p>Uses appropriate strategies to solve problems related to whole numbers with minimal teacher assistance</p>	<p>Consistently applies and uses strategies to solve problems related to whole numbers</p>	<p>Uses a variety of independent strategies to solve problems in multiple ways</p>
<p>11. Solves problems involving addition, subtraction, and multiplication of positive fractions and mixed numbers with like and unlike denominators</p> <p>Benchmarks: Term I – N/A Term II, III - only</p>	<p>Able to solve some problems with like denominators with teacher assistance</p>	<p>Able to solve some problems with like and unlike denominators independently and solve others with some teacher assistance</p>	<p>Consistently demonstrates ability to solve problems involving addition, subtraction, and multiplication of positive fractions and mixed numbers with like and unlike denominators independently</p>	<p>Able to solve multi-step problems involving addition, subtraction, and multiplication of positive fractions and mixed numbers with like and unlike denominators independently</p>
<p>12. Identifies and generates equivalent forms of fractions, decimals, percents, and mixed numbers; including simplification of fractions.</p> <p>Benchmarks: Term I – N/A Term II, III - only</p>	<p>With teacher assistance is able to generate equivalent forms of fractions, decimals, percents, and mixed numbers. Simplifies some fractions with prompting</p>	<p>Generates equivalent forms of fractions, decimals, percents, and mixed numbers with minimal teacher assistance. Simplifies fractions with prompting</p>	<p>Consistently and accurately generates equivalent forms of fractions, decimals, percents, and mixed numbers; including simplifications of fractions.</p>	<p>Able to generate and convert various forms of equivalent fractions, decimals, percents, and mixed numbers. Simplifies fractions with automaticity.</p>
<p>13. Understands and uses appropriate strategies when solving algebraic expressions including variables</p>	<p>With teacher assistance is able to solve algebraic expressions including use of variables</p>	<p>With some teacher assistance is able to solve algebraic expressions including use of variables</p>	<p>Consistently uses appropriate strategies when solving algebraic expressions including accurate use of variables.</p>	<p>Able to extended their knowledge of the algebraic expressions and use of variables to solve and create new examples</p>
<p>14. Communicates mathematics thinking</p>	<p>Communicates mathematical</p>	<p>Communicates mathematical thinking</p>	<p>Consistently communicates</p>	<p>Explains mathematical</p>

using correct vocabulary orally and in writing	thinking using some vocabulary orally and in writing with teacher assistance	using correct vocabulary orally and in writing with minimal assistance	mathematical thinking using correct vocabulary orally and in writing	thinking, extends response, and makes connections
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Content Area: Science

Rubric for Grade: 5

Statements from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates understanding of science concepts and content	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts when responding to a written prompt	Extends knowledge of content area through posters, reports, or projects connected to the topic
Makes skillful predictions, observations, and organizes data	Requires teacher assistance to make skillful predictions while demonstrating consistent interaction during discussions	Attends to the task while making scientific observations and attempts to make accurate predictions with some teacher assistance	Based on scientific observations, student independently makes skillful predictions	Extends scientific thinking when using predictions to connect prior knowledge to other domains of science
Draws appropriate conclusions from collected data	Draws effective scientific conclusions derived from collected data with teacher assistance	Draws conclusions from collected data with some teacher assistance	Consistently communicates orally, and in written response appropriate conclusions drawn from collected data	Uses data from collected information, student generates independent investigations
Communicates scientific thinking using correct vocabulary, orally and in writing	Uses some appropriate vocabulary orally and in writing with teacher assistance	Uses some vocabulary appropriately and communicates scientific thinking to explain given concepts with some teacher assistance	Consistently explains scientific thinking using correct vocabulary and concepts orally and in writing	Effectively communicates key concepts using science related terms, extends thinking through independent activities

**STOUGHTON PUBLIC SCHOOLS
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Content Area: Social Studies

Rubric for Grade: 5

Statement from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates understanding of social studies concepts and content	Follows class discussions and locates information in the content area of the text with teacher assistance.	Locates evidence in the text to support oral and written communication in the content area with some teacher assistance.	Consistently demonstrates understanding of social studies concepts and content.	Uses the text and other primary sources to extend responses with relevant completed products.
Interprets and constructs data from maps, charts, and tables	Follows along with class discussions and interprets maps, chart, and tables with teacher assistance.	Constructs data using maps, charts, and tables with minimal teacher assistance.	Consistently and accurately interprets maps, charts, and tables: clearly constructs data.	Independently extends data and makes connections using maps, charts, and tables.
Demonstrates understanding of current events in an historical context	Follows discussions of current events in an historical context with teacher assistance.	Follows discussions and responds orally and in writing to demonstrate an understanding of current events in an historical context with some teacher assistance.	Consistently draws conclusions from current events in an historical context when responding to oral or written prompts.	Uses a variety of independent strategies to connect historical context to current events.
Communicates understanding of social studies concepts using correct vocabulary orally and in writing	Uses some appropriate vocabulary to communicate an understanding of social studies concepts, both orally and in writing with teacher assistance.	Explains social studies concepts, and correctly uses vocabulary both orally and in writing with minimal teacher assistance.	Clearly and consistently explains social studies concepts with correct vocabulary both orally and in writing.	Effectively communicates social studies concepts by using a variety of appropriate vocabulary terms. Extends thinking through independent activities.

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Rubric for: Effort

Grades K-5

Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Puts forth minimal effort	Puts forth some effort; needs teacher assistance	Consistently puts forth good effort	Completes all tasks with outstanding effort and is a role model for others

Rubric for: Conduct

Grades K-5

Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Has difficulty following rules; frequent teacher intervention is needed	Follows rules most of the time, but requires some reminders	Consistently follows rules	Demonstrates exemplary behavior and is a role model for others

**STOUGHTON PUBLIC SCHOOLS
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Content Area: Work Habits and Social Development

Rubric for Grade: 5

Statement from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Demonstrates consistent effort in all areas	Effort is not consistent in all areas and requires redirection to the task	Minimal assistance needed to be consistent in both class and homework assignments	Demonstrates consistent effort in all areas	Goes beyond requirements and completes all assignments thoroughly and with fine detail
Follows classroom rules and routines	Has difficulty following classroom rules. Behavior is inconsistent and continual intervention is needed	Follows most rules of the classroom, but still working on self-monitoring of behavior; requires some reminders	Consistently follows classroom rules and routines without reminders	Follows rules of classroom, takes pride in good behavior: is a role model for others
Exhibits self-control in voice and manner	Teacher assistance is needed to redirect on a continual basis to exhibit self control and be courteous in speech and actions	Demonstrates appropriate actions and words some of the time; some assistance is needed	Consistently exhibits self control in voice and manner	Exemplary behavior; never needs reminder; is sincere and kind to others at all times
Demonstrates curiosity, creativity and is actively engaged and invested as a learner	Requires prompting to be engaged in learning and is not eager to approach learning	Working on a more positive approach to completing work with details to show curiosity and creativity	Consistently demonstrates curiosity, creativity, and eagerness as a learner	Works independently and exhibits good strategies that encourage curiosity, eagerness, and creativity when completing all assignments
Uses time efficiently and completes work in a timely manner	Requires teacher assistance to stay on task and complete assignments on time; numerous redirections needed to refocus	Works more independently to complete assignments on time; working toward efficient use of time	Consistently uses time efficiently and completes all assignments without redirection	All assignments are completed with attention to detail and passed in on time
Completes and returns homework assignments on time	Completes and returns homework assignments late or infrequently	Needs reminders to write homework in an Agenda, and return written homework on time	Consistently completes and returns assignments to school on time	Demonstrates responsibility and independence as long-term homework assignments are returned on time

Content Area: Work Habits and Social Development (Cont.)**Rubric for Grade: 5**

Statement from Report Card	Level 1 Achievement	Level 2 Achievement	Level 3 Achievement	Level 4 Achievement
Interacts and works cooperatively with peers and adults	Often does not work or play cooperatively with peers and/or adults in the classroom environment or during unstructured activities	Sometimes has difficulty working with peers and/or adults; needs assistance in making good choices	Consistently interacts, works cooperatively, and plays well with peers and/or adults in all school settings	Demonstrates leadership qualities consistently when interacting with peers and/or adults in all school settings
Respects rights and property of others	Often does not demonstrate positive interaction with peers or the property of others	Demonstrates respect for the rights and property of others with some reminders and minimal assistance	Consistently respects the rights and property of others	Independently determines and chooses positive strategies when interacting with peers and respecting the property of others
Presents neat and careful work.	Homework or class work often not planned nor organized neatly or carefully	Demonstrates inconsistent quality when completing class work	Consistently presents neat and careful work	Homework and classwork consistently reflect attention to detail, and organization; often exceeds expectations
Follows oral and /or written directions	Rarely follows oral or written directions with teacher assistance	Follows oral and written directions with minimal teacher assistance	Consistently follows oral and written directions	Independently restates, rereads, edits, and revises oral or written directions to ensure success
Manages transitions and adapts to changes in routines	Needs to be redirected when transitions are required	Manages transitions and adapts to changes in routine with some redirection	Consistently manages transitions and adapts to changes in routine	Independently adapts to transitions and changes in routine promptly and efficiently
Organizes workspace and materials	Organizes workspace and materials with teacher assistance	Organizes materials and maintains personal work space with minimal teacher assistance	Consistently organizes work space and materials	Maintains and manages an organized work area; transfers management skills to independent working spaces in the classroom