



5th Grade Reading

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

5th Grade Reading

Statement	Exceeds	Secure	Developing	Beginning
Reads fluently with purpose and understanding	Reads with appropriate phrasing, expression, self monitoring, and pace to understand author's meaning on above grade level text (W or above)	Reads with appropriate phrasing, expression, self monitoring, and pace to understand author's meaning on end of the year grade level text (V)	Reads with appropriate phrasing, expression, self monitoring and pace to understand author's meaning on text below end of grade level text. (T & U) Reads at grade level (V or above) without the elements of pace, self monitoring, attending to punctuation, or stress	Reads without appropriate phrasing, expression, self monitoring and pace to understand author's meaning on below grade level text (S & below)
Summarizes information from a variety of texts to determine larger themes	Considers the author's choice of theme AND its impact on the reader	Determines theme from a variety of texts supported by a summary using evidence from the text	Determines theme that is not supported by a summary OR Summarizes without determining the theme	Determines details but does not identify theme supported by a summary
Compares and contrasts similar themes or events from text within the same genre	Compares and contrasts elements of a text (characters, settings, events, concepts) AND themes of three or more texts supported with evidence from the text of different genres	Compares and contrasts elements of a text (characters, settings, events, concepts) AND themes of two or more texts supported with evidence from the text	Compares and contrasts elements of a text (characters, settings, events, concepts) OR themes of two or more texts supported with evidence from the text	Compares and contrasts elements of a text (characters, settings, events, concepts) OR themes of two or more texts supported with little or no evidence from the text
Uses other sources of information when questions arise	Integrates information from multiple sources and schema to answer questions or solve problems and creates graphic aids to present information	Answers questions or solves problems using effective resources	Asks effective questions and does not locate answers or solutions	Asks ineffective questions that can not be answered or solved

Accurately quotes details in a text when making inferences	Infers using schema and key ideas and details quoted accurately from the text to flexibly connect, predict, ask questions, or use other reading comprehension strategies	Infers using schema and key ideas and details quoted accurately from the text	Infers using schema and irrelevant ideas and details quoted from the text	Infers without support from the text
Uses knowledge of text evidence to determine main ideas	Analyzes author's use of organizational text structure and/or text features to determine two or more main ideas with supporting details	Determines two or more main ideas with supporting evidence from the text	Determines main idea(s), but does not include supporting evidence OR uses supporting evidence, but does not determine main idea(s)	Identifies details from the text
Determines the meaning of words and phrases	Flexibly uses a variety of strategies to determine the meaning of words and phrases and can use them in context	Flexibly uses a variety of strategies to determine the meaning of words and phrases	Uses a variety of strategies but does not consistently determine the correct meaning of words and phrases	Uses ineffective strategies to try to determine the meaning of words or phrases OR Identifies strategies yet does not apply while reading
Reads grade level text	Reads benchmark level W and above	Reads benchmark level V	Reads benchmark level T & U	Reads benchmark level S and below

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*