

# Grade 5 ELA/SS Proficiency Scale Trimester 1

	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Practices engaging in discussions, shares ideas when prompted, and participates in oral presentations.	Participates in discussions, or builds on others' ideas, or explains ideas; listens to presentations.	Engages in discussions, builds on other students' ideas, clearly explains ideas; identifies and summarizes information from listening to presentations or text being read aloud. (SL.5.1, SL.5.2)	Initiates relevant discussions, synthesizes other students' ideas, clearly explains ideas, answer questions, provide facts/details to support main ideas, <u>and</u> adds in unique features or creativity beyond expectations.
Comprehension	Needs prompting to self-monitor, practices reading strategies and skills with below grade-level text, and practices summarizing and comparing and contrasting text; <u>and</u> by achieving an independent level P or below on the BAS <u>and/or</u> scoring at or below 25% on the STAR reading assessment.	Demonstrates making progress in comprehension by sometimes self-monitoring reading, identifies reading strategies and skills to understand text; making progress to summarize text and compares and contrasts text; <u>and</u> by achieving an independent level Q or above on the BAS <u>and/or</u> scoring at 26% or above on the STAR reading assessment.	Demonstrates comprehension by self-monitoring reading, applying reading strategies (visualize, question, connect, infer) and compares and contrasts story elements, and summarizes text; and analyzes to summarize the main idea to understand grade-level content; <u>and</u> by achieving an independent level S or above on the BAS <u>and/or</u> scoring at 40% or above on the STAR reading assessment. (RF.5.3, RF.5.4, RL.5.1, RL.5.3, RL.5.10, RI.5.1, RI.5.2, RI.5.8, RI.5.10)	Demonstrates comprehension beyond expectations by self-monitoring reading, applying reading strategies (visualize, question, connect, infer, analyze) and skills to understand above grade-level content; accurately summarizes text; compares and contrasts text; <u>and</u> by achieving an independent level V or above on the BAS <u>and/or</u> scoring above 95% on the STAR reading assessment.
Critical Thinking	Practices identifying regional Native American groups and practices selecting evidence to support Native American events.	Demonstrates emerging critical thinking to describe regional Native American groups <u>and/or</u> selecting some evidence in support to explain relationships in Native American historical events.	Demonstrates critical thinking by drawing conclusions and selecting relevant evidence to analyze the patterns of human settlement in North America and explain cause and effect relationships in Native American historical events. (G.3_5.8, H.3_5.7)	Demonstrates critical thinking by drawing clear conclusions and selecting relevant evidence to describe the influence and impact of regional Native American groups; adding a reflective component <u>and</u> unique elements of creativity to all work.
Word Study & Vocabulary	Demonstrates partial understanding by applying one strategy to unknown words, recognizing grade-specific vocabulary, and practicing with prefixes, suffixes, and base words; or practicing vowel patterns, letter/sound relationships, or syllables in isolation. <u>Or</u> participates in the use of academic vocabulary; being exposed to root words, affixes, synonyms, and antonyms.	Demonstrates some word-attack skills to decode, spell, and/or recalls the meaning of the words prefix, suffix, and base word; applying the meanings in isolation; or spelling some long and short vowel patterns correctly, or shows some use of letter/sound relationships or understanding of syllables in written work. <u>And/or</u> , demonstrates some academic vocabulary by recalling the meaning of root words, affixes, synonyms, and antonyms; practicing the words in isolation.	Demonstrates a broad range of word-attack skills to decode, spell, and understand the function of and meaning of prefixes (in-, pre- re, etc.), suffixes (-er, -less, -ian etc.), and base words; applying their meanings in daily use; <u>and</u> consistently spells long and short vowel patterns correctly, and uses syllables to write and decode words. <u>And</u> demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning. (RF.5.3, L.5.2, L.5.4, L.5.5, L.5.6)	Demonstrates automaticity of decoding, spelling, and function of morphographic strategies to determine meaning and application through consistent daily use and written work. <u>And</u> demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning; using the words in conversation.
Writing - Content	Practices the writing process to write compare and contrast pieces <u>and</u> opinion pieces with support; with basic organization, details, word choice, and simple sentences.	Applies the writing process to write compare/contrast pieces <u>and/or</u> opinion pieces that includes some organization, incomplete ideas, facts and details, limited word choice, some transition words, and simple sentences.	Applies the writing process to write compare/contrast pieces <u>and</u> opinion pieces that includes clear organization, well-developed ideas, supporting facts and details, appropriate word choice, transition words, and sentence fluency. (RL.5.9, W.5.1, W.5.2)	Applies the writing process to write compare/contrast pieces <u>and</u> opinion pieces that includes strong organization, supporting facts and details that reflect higher-level thinking, strong vocabulary, varied sentences, strong transition words, and produces quality work beyond grade-level expectations.
Writing - Conventions	Practices using correct capitalization, punctuation, and simple grammar, and practices spelling simple short and long vowel words and high frequency words in writing.	Demonstrates some correct conventions (capitalization, punctuation, and simple grammar) <u>and/or</u> shows some appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> working towards accuracy through the editing process.	Demonstrates appropriate conventions (capitalization, punctuation, commas and quotations from a text, and focused grammar) and appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> corrects errors through the editing process. (L.5.1, L.5.2, W.5.5)	Demonstrates appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing by showing clear planning and editing with accuracy including consistent pronouns with no inappropriate shifts in number and person.

# Grade 5 ELA/SS Proficiency Scale Trimester 2

	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Practices engaging in discussions, shares ideas when prompted, and participates in oral presentations.	Sometimes engages in discussions, builds on others' ideas with prompting, and delivers oral presentations with some key components.	Engages in discussions, builds on other students' ideas, clearly explains ideas; and collaborates on a topic; and delivers presentations with various key components (speaks clearly, answers questions, provides facts/details to support main idea, and includes visual displays). (SL.5.1, SL.5.3, SL.5.4, SL.5.5)	Initiates relevant discussions, synthesizes other students' ideas, clearly explains ideas, and delivers oral presentations with all relevant key components, (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays), <u>and</u> adds in unique features and creativity beyond expectations.
Comprehension	Needs prompting to self-monitor, practices reading strategies and skills with below grade-level text, practices identifying figurative language, plot, theme, mood, and tone, <u>and</u> by achieving an independent level Q or below on the BAS <u>and/or</u> scoring at or below 25% on the STAR reading assessment.	Demonstrates progress towards comprehension by sometimes self-monitoring reading, identifies reading strategies and skills to understand text; working toward identifying figurative language, identify plot & theme, or identify mood and tone, <u>and</u> by achieving an independent level R or above on the BAS <u>and/or</u> scoring at 26% or above on the STAR reading assessment.	Demonstrates comprehension by self-monitoring reading, applying reading strategies (visualize, question, connect, infer,) and identifies figurative language, determines plot and theme, and analyze visual elements' effect on mood and tone; and analyzes and integrates information from nonfiction text to explain relationships or interactions between multiple topics; <u>and</u> by achieving an independent level T or above on the BAS <u>and/or</u> scoring at 40% or above on the STAR reading assessment. (RF.5.3, RF.5.4, RL.5.2, RL.5.7, RL.5.9, RL.5.10, RI.5.3, RI.5.9, RI.5.10, L.5.5)	Demonstrates comprehension beyond expectations by self-monitoring reading, applying reading strategies (visualize, question, connect, infer, analyze) and skills to understand above grade-level content; accurately identifies and uses figurative language, plot and theme, and mood and tone; <u>and</u> by achieving an independent level W or above on the BAS <u>and/or</u> scoring above 95% on the STAR reading assessment.
Critical Thinking	Practices identifying significant historical figures and practices identifying and locating evidence of important people in history.	Demonstrates emerging critical thinking by drawing conclusions and selecting some relevant evidence to depict the significance of historical figures; <u>and/or</u> working to understand and identify the patterns of settlement in North American.	Demonstrates critical thinking by drawing conclusions and selecting relevant evidence to analyze people in history, analyze and draw conclusion on the patterns of human settlement in North America, and explain how individuals contributed to the United States. (H.3_5.8, G.3_5.8)	Demonstrates critical thinking by drawing clear conclusions and selecting relevant evidence to depict significance of historical figures; <u>and</u> analyzing and describing different points of view in history and the impact of others <u>and</u> adds elements of uniqueness and creativity.
Vocabulary	Demonstrates partial understanding by applying one strategy to unknown words, or practicing vowel patterns, letter/sound relationships, or syllables in isolation; <u>or</u> participates in the use of academic vocabulary; being exposed to root words, affixes, synonyms, and antonyms.	Demonstrates some word-attack skills to decode and recalls the meaning of the words suffix, and base word; applying the meanings in isolation; or spelling some long and short vowel patterns correctly, or shows some use of letter/sound relationships or understanding of syllables in written work; <u>and/or</u> , demonstrates some academic vocabulary by recalling the meaning of root words, affixes, synonyms, and antonyms; practicing the words in isolation.	Demonstrates a broad range of word-attack skills to decode, spell, and understand the function of and meaning of noun, verb, and adjectives suffixes (e.g., -al, -ial, -ful, en, -ify, etc.) and base words; applying their meanings in daily use; <u>and</u> consistently spells long and short vowels correctly, and uses syllables to write and decode words. <u>And/or</u> demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning. (RF.5.3, L.5.2, L.5.4, L.5.5, L.5.6)	Demonstrates automaticity of decoding and function of morphographic strategies to determine meaning and application through consistent daily use; <u>and</u> demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning; using the words in conversation.
Writing - Content	Practices the writing process to write synthesis <u>and</u> narrative pieces with support; with basic organization, details, word choice, and simple sentences.	Applies the writing process to write realistic or imagined narrative pieces that include under-developed characters, setting, problem and resolution with some chronology or details; <u>and/or</u> works to identify key words to build knowledge on a topic.	Applies the writing process to write realistic or imaginary narrative pieces that include characters, setting, problem and resolution with clear sequence, dialogue, transitional statements, sensory details, <u>and/or</u> appropriate use of the revision process. <u>And</u> , conducts and writes a short research paper to build knowledge of a topic. (W.5.3, W.5.7)	Applies the writing process to write narrative pieces that show, not tell the story, with strong sensory details and voice; <u>and</u> synthesis that include strong organization, supporting facts and details that reflect higher-level thinking, strong vocabulary, varied sentences, and quality work.
Writing - Conventions	Practices using correct capitalization, punctuation, and simple grammar, and practices spelling simple short and long vowel words and high frequency words in writing.	Demonstrates some correct conventions (capitalization, punctuation, and simple grammar) <u>and/or</u> shows some appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> working towards accuracy through the editing process.	Demonstrates appropriate conventions (capitalization, punctuation, and focused grammar) and appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> corrects errors through the editing process. (L.5.1, L.5.2, W.5.5)	Demonstrates appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing by showing clear planning and editing with accuracy, including consistent use of accurate grammar with no inappropriate shifts in number and person.

# Grade 5 ELA/SS Proficiency Scale Trimester 3

	Novice 1	Approaching 2	Proficient. 3	Advanced 4
Communication	Practices engaging in discussions, shares ideas when prompted, and participates in oral presentations.	Sometimes engages in discussions, builds on others ideas with prompting, and delivers oral presentation with some key components.	Engages in discussions, builds on other students' ideas, clearly explains ideas, identifies and summarizes information from listening to presentations or text being read aloud, and reports on a topic with various key components (speaks clearly, answers questions, provides facts/details to support main idea, and includes a visual display). (SL.5.1, SL.5.2, SL.5.4)	Initiates relevant discussions, synthesizes other students' ideas, clearly explains ideas, and delivers oral presentations with all relevant key components, (speak clearly, answer questions, provide facts/details to support main idea, and include visual displays), <u>and</u> adds in unique features and creativity beyond expectations.
Comprehension	Needs prompting to self-monitor, practices reading strategies and skills with below grade-level text, practices identifying point of view, main idea, and text structure; <u>and</u> by achieving an independent level R or below on the BAS <u>and/or</u> scoring at or below 25% on the STAR reading assessment.	Demonstrates progress towards comprehension by sometimes self-monitoring reading, identifies reading strategies and skills to understand text; point of view, main idea, or text structure <u>and</u> by achieving an independent level S or above on the BAS <u>and/or</u> scoring at 26% or above on the STAR reading assessment.	Demonstrates comprehension by self-monitoring reading, applying reading strategies (visualize, question, connect, infer) and describes influence of narrator's point of view; and accurately identifies main idea and text structure, and analyzes point of view; <u>and</u> by achieving an independent level U or above on the BAS <u>and/or</u> scoring at 40% or above on the STAR reading assessment. (RF.5.3, RF.5.4, RL.5.6, RL.5.10, RI.5.5, RI.5.6, RI.5.7, RI.5.9, RI.5.10)	Demonstrates comprehension beyond expectations by self-monitoring reading, applying reading strategies (visualize, question, connect, infer, analyze) and skills to understand above grade-level content; accurately identifies and explains point of view, main idea, and text structure; <u>and</u> by achieving an independent level X or above on the BAS <u>and/or</u> scoring above 95% on the STAR reading assessment.
Critical Thinking	Practices the research process and lists events that occurred in history.	Demonstrates emerging critical thinking by gathering some relevant information, citing little evidence, through the research process <u>and/or</u> drawing some conclusions and selecting some evidence to analyze cause and effect relationships during events in history.	Demonstrates critical thinking by gathering relevant information and citing evidence through the research process, <u>and</u> comparing multiple perspectives and how they shaped history, and explaining cause and effect relationships of events in history. (H.3_5.1, H.3_5.2, H.3_5.7, C.3_5.7)	Demonstrates critical thinking by gathering relevant information, clearly citing evidence, and applying strong problem-solving strategies through the research process <u>and</u> drawing conclusions and selecting strong evidence to analyze the cause and effect relationships in history <u>and</u> adds a creative and unique elements to the work.
Vocabulary	Demonstrates partial understanding by applying one strategy to unknown words, recognizing grade-specific vocabulary, and practicing with suffixes, and base words; <u>or</u> participates in the use of academic vocabulary; being exposed to root words, affixes, synonyms, and antonyms.	Demonstrates some word-attack skills to decode and recalls the meaning of the words suffix, and base word; applying the meanings in isolation; <u>and/or</u> , demonstrates some academic vocabulary by recalling the meaning of root words, affixes, synonyms, and antonyms; practicing the words in isolation.	Demonstrates a broad range of word-attack skills to decode, spell, and understand the function of and meaning of schwa, prefixes, and roots (e.g., u, -ity, beta, etc.), and base words; applying their meanings in daily use; <u>and</u> consistently spells long and short vowels correctly, and uses syllables to write and decode words. <u>And/or</u> demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning. (RF.5.3, L.5.2, L.5.4, L.5.5, L.5.6)	Demonstrates automaticity of decoding and function of morphographic strategies to determine meaning and application through consistent daily use; <u>and</u> demonstrates acquisition and expansion of academic vocabulary - applying strategies (affixes, synonyms, antonyms context clues) to determine meaning; using the words in conversation.
Writing - Content	Practices the writing process to write synthesis pieces by identifying some key words; and writes descriptive pieces with basic organization, details, word choice, and simple sentences.	Applies the writing process to write synthesis pieces with some facts or details, with simple sentences, topic sentence, some organization, or some transitional words/phrases. <u>And/or</u> descriptive pieces that includes some organization, partial ideas and details, some use of figurative language, limited word choice, some transition words, and simple sentences.	Applies the writing process to write synthesis (informative/explanatory) pieces with supporting facts and details integrated from multiple sources; including a clear topic, organization, and transitional words/phrases. <u>And</u> writes descriptive pieces that include clear organization, well-developed ideas and details, appropriate use of figurative language, transition words, and sentence fluency. (W.5.5, W.5.9, L.5.5)	Applies the writing process to write synthesis pieces <u>and</u> descriptive pieces that includes strong organization and details that reflect higher-level thinking, robust vocabulary, varied sentences, and produces quality work beyond expectations.
Writing - Conventions	Practices using correct capitalization, punctuation, and simple grammar, and practices spelling simple short and long vowel words and high frequency words in writing.	Demonstrates some correct conventions (capitalization, punctuation, and simple grammar) <u>and/or</u> shows some appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> working towards accuracy through the editing process.	Demonstrates appropriate conventions (capitalization, punctuation, and focused grammar) and appropriate spelling (phonics and high-frequency words) in writing <u>and/or</u> corrects errors through the editing process. (L.5.1, L.5.2, W.5.5)	Demonstrates appropriate conventions (grammar, spelling, and punctuation-including quotation marks) in writing by showing clear planning and editing with accuracy, including consistent use of accurate grammar with no inappropriate shifts in number and person.