



## Elementary Report Card Grading Benchmarks – Grade 5

### Language Arts - Reading

1. Reading: Reads with sufficient accuracy and fluency to support comprehension.

| 1   | 2   | 3   | 4   |
|---|---|---|---|
| The student is unable or rarely able to read fluently and accurately to support comprehension in an independent book. | The student can sometimes, but is not consistently able to, read fluently and accurately to support comprehension in an independent book. | The student consistently meets grade-level expectations when reading fluently and accurately to support comprehension in an independent book. | The student consistently exceeds grade-level expectations when reading fluently and accurately to support comprehension in an independent book. |

2. Reading: Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

| 1   | 2  | 3   | 4   |
|---|--|---|---|
| The student is unable or rarely able to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | The student can sometimes, but is not consistently able to, quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text when independently reading grade-level texts. | The student consistently meets grade-level expectations by quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text when reading independently. | The student consistently exceeds grade-level expectations in the content area by quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text when reading independently. |

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|  | <p>OR</p> <p>The student consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences when independently reading below grade-level texts.</p> |  |  |
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3. Reading: Demonstrates ability to summarize both fiction and nonfiction texts.

| 1  | 2   | 3  | 4  |
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| <p>The student is unable or rarely able to demonstrate ability to summarize both fiction and nonfiction texts.</p> | <p>The student can sometimes, but is not consistently able to, demonstrate ability to summarize both fiction and nonfiction texts when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently demonstrates ability to summarize both fiction and nonfiction texts when independently reading below grade-level texts.</p> | <p>The student consistently meets grade-level expectations by demonstrating ability to summarize both fiction and nonfiction texts when reading independently.</p> | <p>The student consistently exceeds grade-level expectations in the content area by demonstrating ability to summarize both fiction and nonfiction texts when reading independently.</p> |

4. Reading: Determines a theme from details in a text.

| 1 | 2 | 3 | 4 |
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| <p>The student is unable or rarely able to determine a theme from details in a text.</p> | <p>The student can sometimes, but is not consistently able to, determine a theme from details in a text when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently determines a theme from details in a text when independently reading below grade-level texts.</p> | <p>The student consistently meets grade-level expectations by determining a theme from details in a text when reading independently.</p> | <p>The student consistently exceeds grade-level expectations in the content area by determining a theme from details in a text when reading independently.</p> |
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5. Reading: Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

| 1   | 2   | 3  | 4  |
|---|---|--|--|
| <p>The student is unable or rarely able to compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> | <p>The student can sometimes, but is not consistently able to, compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text when</p> | <p>The student consistently meets grade-level expectations by comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text when reading independently.</p> | <p>The student consistently exceeds grade-level expectations in the content area by comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text when reading independently.</p> |

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|  | independently reading below grade-level texts. |  |  |
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6. Reading: Identifies how a narrator's or speaker's point of view influences how events are described.

| 1   | 2   | 3  | 4  |
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| The student is unable or rarely able to identify how a narrator's or speaker's point of view influences how events are described. | <p>The student can sometimes, but is not consistently able to identify how a narrator's or speaker's point of view influences how events are described when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently identifies how a narrator's or speaker's point of view influences how events are described when independently reading below grade-level texts.</p> | The student consistently meets grade-level expectations by identifying how a narrator's or speaker's point of view influences how events are described when reading independently. | The student consistently exceeds grade-level expectations in the content area by identifying how a narrator's or speaker's point of view influences how events are described when reading independently. |

7. Reading: Compares and contrasts stories in the same genre on their approaches to similar themes and topics.

| 1  | 2  | 3   | 4   |
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| The student is unable or rarely able to compare and contrast stories in the same genre on their approaches to similar themes and topics. | The student can sometimes, but is not consistently able to compare and contrast stories in the same genre on their approaches to similar themes and topics when independently reading grade-level texts. | The student consistently meets grade-level expectations by comparing and contrasting stories in the same genre on their approaches to similar themes and topics when reading independently. | The student consistently exceeds grade-level expectations in the content area by comparing and contrasting stories in the same genre on their approaches to similar themes and topics when reading independently. |

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|  | <p>OR</p> <p>The student consistently compares and contrasts stories in the same genre on their approaches to similar themes and topics when independently reading below grade-level texts.</p> |  |  |
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8. Reading: Determines two or more main ideas of a text and explains how they are supported by key details.

| 1   | 2   | 3   | 4   |
|---|---|---|---|
| <p>The student is unable or rarely able to determine two or more main ideas of a text and explain how they are supported by key details</p> | <p>The student can sometimes, but is not consistently able to determine two or more main ideas of a text and explain how they are supported by key details when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently determines two or more main ideas of a text and explains how they are supported by key details when independently reading below grade-level texts.</p> | <p>The student consistently meets grade-level expectations by determining two or more main ideas of a text and explaining how they are supported by key details when reading independently.</p> | <p>The student consistently exceeds grade-level expectations in the content area by determining two or more main ideas of a text and explaining how they are supported by key details when reading independently.</p> |

9. Reading: Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

| 1   | 2   | 3   | 4   |
|---|---|---|---|
| <p>The student is unable or rarely able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | <p>The student can sometimes, but is not consistently able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent when independently reading grade-level texts.</p> <p>OR</p> <p>The student consistently analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. when independently reading below grade-level texts.</p> | <p>The student consistently meets grade-level expectations by analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent when reading independently.</p> | <p>The student consistently exceeds grade-level expectations in the content area by analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent when reading independently.</p> |

10. Reading: Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

| 1  | 2   | 3  | 4   |
|--|---|--|---|
| <p>The student is unable or rarely able to determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> | <p>The student can sometimes, but is not consistently able to determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes when independently reading grade-level</p> | <p>The student consistently meets grade-level expectations by determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes when reading independently.</p> | <p>The student exceeds grade-level expectations in the content area by determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes when reading independently.</p> |

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|  | <p>texts.</p> <p>OR</p> <p>The student consistently determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes when independently reading below grade-level texts.</p> |  |  |
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## **Language Arts – Writing**

11. Writing: Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.

| <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>   |
|---|---|--|--|
| The student is unable or rarely able to write opinion pieces on topics or texts, supporting a point of view with reasons and information. | The student can sometimes, but is not consistently able to, write opinion pieces on topics or texts, supporting a point of view with reasons and information. | The student consistently meets grade-level expectations by writing opinion pieces on topics or texts, supporting a point of view with reasons and information. | The student consistently exceeds grade-level expectations in the content area when writing opinion pieces on topics or texts, supporting a point of view with reasons and information. |

12. Writing: Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

| <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  |
|---|---|--|---|
| The student is unable or rarely able to write informative and/or explanatory texts to examine a topic and convey ideas and information clearly. | The student can sometimes, but is not consistently able to, write informative and/or explanatory texts to examine a topic and convey ideas and information clearly. | The student consistently meets grade-level expectations by writing informative and/or explanatory texts to examine a topic and convey ideas and information clearly. | The student consistently exceeds grade-level expectations in the content when writing informative and/or explanatory texts to examine a topic and convey ideas and information clearly. |

13. Writing: Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

| <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  |
|---|---|---|---|
| The student is unable or rarely able to write narratives to develop real or imagined experiences or | The student can sometimes, but is not consistently able to, write narratives to develop real or | The student consistently meets grade-level expectations by writing narratives to develop real | The student consistently exceeds grade-level expectations in the content when writing narratives to |



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| events using effective technique, descriptive details, and clear event sequences. | imagined experiences or events using effective technique, descriptive details, and clear event sequences. | or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
|---|---|--|---|

14. Writing: Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

| <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   |
|--|--|---|--|
| The student is unable or rarely able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | The student can sometimes, but is not consistently able to, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | The student consistently meets grade-level expectations by producing clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | The student consistently exceeds grade-level expectations in the content when producing clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |

15. Writing: Conducts short research projects that build knowledge through investigation of different aspects of a topic.

| <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>   |
|---|---|---|--|
| The student is unable or rarely able to conduct short research projects that build knowledge through investigation of different aspects of a topic. | The student can sometimes, but is not consistently able to, conduct short research projects that build knowledge through investigation of different aspects of a topic. | The student consistently meets grade-level expectations by conducting short research projects that build knowledge through investigation of different aspects of a topic. | The student consistently exceeds grade-level expectations in the content when conducting short research projects that build knowledge through investigation of different aspects of a topic. |

16. Writing: Draws evidence from literary or informational texts to support analysis, reflection, and research.

| 1   | 2   | 3   | 4  |
|---|---|---|--|
| The student is unable or rarely able to draw evidence from literary or informational texts to support analysis, reflection, and research. | The student can sometimes, but is not consistently able to, draw evidence from literary or informational texts to support analysis, reflection, and research. | The student consistently meets grade-level expectations by drawing evidence from literary or informational texts to support analysis, reflection, and research. | The student consistently exceeds grade-level expectations in the content when drawing evidence from literary or informational texts to support analysis, reflection, and research. |

17. Writing: Demonstrates command of the conventions of Standard English grammar and usage.

| 1   | 2  | 3  | 4  |
|---|--|--|--|
| The student is unable or rarely able to demonstrate command of grammar, usage, capitalization, and punctuation. | The student can sometimes, but is not consistently able to, demonstrate command of grammar and usage in writing. | The student consistently meets grade-level expectations when demonstrating command of grammar and usage. | The student consistently exceeds grade-level expectations when demonstrating command of grammar and usage. |