5 <sup>th</sup>	Grade	Lan	guag	e R	ubric						
Student Name:					Date:						
Teacher Name:											
	Almost Never		Rarely 2		Occasionally 3		Frequently 4		Almost Always 5		
Conventions of Standard English											
1. <b>Demonstrate</b> command of the convent (L.5.1.)(DOK 1,2)	ions of stan	ndard En	glish gran	nmar	and usage	when v	vriting o	r speak	ing.		
<ul> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> </ul>											
b. <b>Form</b> and <b>use</b> the perfect (e.g., <i>I</i> had walked; <i>I</i> have walked; <i>I</i> will have walked) verb tenses.											
<ul> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> </ul>											
d. <b>Recognize</b> and <b>correct</b> inappropriate shifts in verb tense.											
e. <b>Use</b> correlative conjunctions (e.g., either/or, neither/nor).											
<ol> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         (L.5.2.)(DOK 1,2)     </li> </ol>											
a. <b>Use</b> punctuation to separate items in a series.*											
<ul> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> </ul>											
c. <b>Use</b> 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?).											
<ul> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> </ul>											
e. <b>Spell</b> grade-appropriate words correctly, consulting references as needed.											
Knowledge of Language											
3. <b>Use</b> knowledge of language and its con	ventions w	hen writ	ing, speal	king,	reading, oi	listenir	ng. <b>(L.5.</b> 3	3.)(DOK	2,3)		
a. <b>Expand, combine</b> , and <b>reduce</b> sentences for meaning, reader/listener interest, and style.											

	b.	Compare and contrast the varieties of English (e.g., dialects, registers)										
Voc	ahu	used in literature.  lary Acquisition and Use										
4.			own and	l multinle	-meanin	g words	and nhi	ases ha	sed on	arade 5 i	readina	and
٦.	<b>Determine</b> or <b>clarify</b> the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. <b>(L.5.4.)(DOK 2,3)</b>					una						
	a.	Use context (e.g., cause/effect			(,	,						
	a.	relationships and comparisons in										
		text) as a clue to the meaning of a										
		word or phrase.										
	b.	<b>Use</b> common, grade-appropriate										
		Greek and Latin affixes and roots										
		as clues to the meaning of a word										
		(e.g., photograph, photosynthesis).										
	c.	Consult reference materials (e.g.,										
		dictionaries, glossaries,										
		thesauruses) to <b>find</b> the pronunciation and <b>determine</b> or										
		clarify the precise meaning of key										
		words and phrases.										
5.						K 2)						
	a.	Interpret figurative language,										
		including similes and metaphors,										
		(e.g., as pretty as a picture), in										
		context.										
	b.	Recognize and explain the meaning										
		of common idioms, adages, and proverbs.										
	c.	Use the relationship between										
	C.	particular words (e.g., synonyms,										
		antonyms, homographs) to better										
		understand each of the words.										
6.	Acc	quire and use accurately										
	grade-appropriate general academic											
		and domain-specific words and phrases,										
		including those that signal contrast,										
	addition, and other logical relationships											
	(e.g., however, although, nevertheless, similarly, moreover, in addition).											
		(L.5.6.)(DOK 1,2)										
	,	····//- •·· -/-/										

## \*Rating Descriptors Operationally Defined:

**Almost Never** – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

**Rarely** – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

**Occasionally** – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

**Frequently** – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

**Almost Always** – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

Date #1:	Baseline Data Sources
Date #2:	Data Sources:
Summary	
Next Steps:	
Date #3:	Data Sources:
Summary:	
Next Steps:	
Date #4:	Data Sources:
Summary	
Next Steps:	
Date #5:	Data Sources:
Summary:	
Next Steps:	
Date #6:	Data Sources:
Summary	
Next Steps:	
Date #7:	Data Sources:
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Next Steps:	
Date #8:	Data Sources:
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Next Steps:	
Date #9:	Data Sources:
Summary:	
Next Steps:	
Date #10:	Data Sources:
Summary	
Next Steps:	
Date #11:	Data Sources:
Summary:	
Next Steps:	
Date #12:	Data Sources:
Summary	
Next Steps:	D. J. C
Date #13:	Data Sources:
Summary:	
Next Steps:	Data Common
Date #14:	Data Sources:
Summary Next Stone:	
Next Steps: Date #15:	Data Sources:
Summary:	Data Sources.
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Date #16:	Data Sources:
Summary	Duta Sources.
Next Steps:	
Date #17:	Data Sources:
Summary:	
Next Steps:	
Date #18:	Data Sources:
Summary	— ····· ·· · · · · · · · · · · · · · ·
Next Steps:	