

5th Grade Language Rubric

Student Name:					Date:				
Teacher Name:									
	Almost Never 1	Rarely 2	Occasionally 3	Frequently 4	Almost Always 5				
Conventions of Standard English									
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1.)(DOK 1,2)									
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.									
b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.									
c. Use verb tense to convey various times, sequences, states, and conditions.									
d. Recognize and correct inappropriate shifts in verb tense.									
e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).									
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2.)(DOK 1,2)									
a. Use punctuation to separate items in a series.*									
b. Use a comma to separate an introductory element from the rest of the sentence.									
c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).									
d. Use underlining, quotation marks, or italics to indicate titles of works.									
e. Spell grade-appropriate words correctly, consulting references as needed.									
Knowledge of Language									
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3.)(DOK 2,3)									
a. Expand , combine , and reduce sentences for meaning, reader/listener interest, and style.									

***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:
Summary:	
Next Steps:	
Date #8:	Data Sources:
Summary	
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:	
Date #13:	Data Sources:
Summary:	
Next Steps:	
Date #14:	Data Sources:
Summary	
Next Steps:	
Date #15:	Data Sources:
Summary:	
Next Steps:	
Date #16:	Data Sources:
Summary	
Next Steps:	
Date #17:	Data Sources:
Summary:	
Next Steps:	
Date #18:	Data Sources:
Summary	
Next Steps:	