

5th GRADE Proficiency Scales
Reporting Period # 1 August 26th - October 13th

ELA	
Main Ideas, Theme, and Summarizing	
RL.5.2, RI.5.2	
Score 4.0	Using two stories, I can determine a common theme. Using two texts, I can determine a central idea.
Score 3.0	I can determine the theme of a story using how characters in a story respond to challenges. I can determine two or more main ideas of an informational text and explain how they are supported by key details. I can summarize a story or an informational text. I can recognize sentences that use commas correctly.
Score 2.0	I can recognize or recall specific vocabulary, such as: main idea, key detail, theme, summary, topic, sequence, sensory details, explain, determine, restate, provide. I can determine the theme of a story. I can determine one main idea of an informational text. I can summarize some key points of a story.
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.

Math	
Decimal Concepts	
5.NBT.1-7	
Score 4.0	I can solve multi-step word problems involving decimals.
Score 3.0	I can use exponents to denote powers of 10. I can read and write decimals to thousandths using standard form, word form, and expanded form

	<p>I can compare two decimals using $>$, $<$, and $=$.</p> <p>I can use place value understanding to round decimals to any place.</p> <p>I can add and subtract decimals to hundredths.</p> <p>I can fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>I can divide whole numbers using the “partial quotients” strategy.</p>
Score 2.0	<p>I can recognize or recall specific vocabulary, such as: inequality, exponent, decimal, product, quotient, decompose, expression, round, represent, relate, analyze.</p> <p>I can express decimals as fractions. For example: $2/10 = 0.2$</p> <p>I can recognize patterns in the place value chart regarding whole numbers.</p> <p>I can compare whole numbers.</p> <p>I can write whole numbers in standard form, word form, and expanded form.</p> <p>I can round whole numbers.</p> <p>I can add and subtract whole numbers using the standard algorithm.</p> <p>I can multiply whole numbers using the “partial products” strategy.</p>
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.

THEME, MAIN IDEA, AND SUMMARIZE

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
(Comma Usage)

CCSS.MATH.CONTENT.5.NBT.A.2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

CCSS.MATH.CONTENT.5.NBT.A.3.A

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

CCSS.MATH.CONTENT.5.NBT.A.3.B

Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CCSS.MATH.CONTENT.5.NBT.A.4

Use place value understanding to round decimals to any place.

CCSS.MATH.CONTENT.5.NBT.B.7

Add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

CCSS.MATH.CONTENT.5.NBT.B.5

Fluently multiply multi-digit whole numbers using the standard algorithm.

CCSS.MATH.CONTENT.5.NBT.B.6

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based

on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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Reporting Period # 2 October 21st - December 20th

ELA	
Inferring and Quoting from the Text	
RL.5.1, RI.5.8, L.5.1	
Score 4.0	I can draw inferences or conclusions from a complex text.
Score 3.0	I can draw inferences from a story and explain my thinking using accurate quotes from the text. I can draw conclusions from an informational text and explain my thinking using accurate quotes from the text. I can identify correct uses of verb tense.
Score 2.0	I can recognize or recall specific vocabulary, such as: evidence, support, infer, draw conclusions, quote, cite, plot, verb tense, describe, express, interpret, differ I can quote from the text and use my own words to explain the answer to a “right there” question.
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.

Math	
Adding and Subtracting Fraction & Line Plots	
5.NF.1-2, MD.8.2	

Score 4.0	I can analyze a complex real-world scenario, solve problems relating to the scenario, and explain my mathematical reasoning.
Score 3.0	I can add and subtract fractions and mixed numbers with unlike denominators. I can solve word problems involving addition and subtraction of fractions with unlike denominators. I can use line plot data to solve problems
Score 2.0	I can recognize or recall specific vocabulary, such as: equation, estimate, equivalent, unit, partition, data, solution, recognize, strategies, reasonableness I understand equivalency and can list equivalent fractions. I can compare fractions with unlike denominators. I can add and subtract fractions and mixed numbers with like denominators. I can solve word problems involving fractions and mixed numbers with like denominators.
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.

Unit 2 Inferring and Quoting Text Evidence

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

Unit 2: Add and Subtract Fractions

CCSS.MATH.CONTENT.5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*

CCSS.MATH.CONTENT.5.NF.A.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

CCSS.MATH.CONTENT.5.MD.B.2

Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally*

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Reporting Period # 3: Jan 6th - February 21st

ELA

Point of View and Figurative Language

RL.5.4, RL.5.6, RI.5.8, L.5.5

Score 4.0	I can thoroughly explain how and why an author uses figurative language, and different points of view in their writing.
Score 3.0	I can describe how a narrator's or speaker's point of view influences how events are described. I can analyze multiple accounts of the same event or topic and explain similarities and differences in the point of view they represent. I can determine the meaning of words and phrases as they are used in a text, including figurative language.
Score 2.0	I can recognize or recall specific vocabulary, such as: point of view figurative language, author's purpose, opinion, fact, Influence, persuade, reason.
Score 1.0	With help, the student can perform Score 2.0 and 3.0 expectations.

Multiply and Divide Fractions

5.NBT.B.7, 5.NF.B.3, 5.NF.B.4, 5.NF.B.5.B, 5.NF.B.7.C, 5.NF.B.6, 5.NF.B.4.B

Score 4.0
I can analyze a complex real-world scenario, solve problems relating to the scenario, and explain my mathematical reasoning.
Score 3.0
I can multiply and divide decimals to hundredths. I can interpret a fraction as division. I can multiply fractions. I can divide unit fractions. I can explain the value of the products when I'm multiplying fractions and mixed numbers. I can solve story problems involving multiplication and division of fractions. I can find the area of a rectangle with fractional side lengths.
Score 2.0
I can recognize or recall specific vocabulary, such as: area, multiple, factor, dimensions, value, square unit, unknown I can decompose fractions.

I can multiply fractions by whole numbers.
I can solve word problems involving multiplication of a fraction by a whole number.
I can find the area of a rectangle with whole number side lengths.

Score 1.0

With help, the student can perform Score 2.0 and 3.0 expectations.

Reporting Period #3

Reading & Writing

AUTHOR'S POINT OF VIEW, AND LANGUAGE USE

CCSS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-LITERACY.RL.5.4

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

CCSS.ELA-LITERACY.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Math

CCSS.MATH.CONTENT.5.NBT.B.7

Multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

CCSS.MATH.CONTENT.5.NF.B.3

Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

CCSS.MATH.CONTENT.5.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

CCSS.MATH.CONTENT.5.NF.B.5.B

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

CCSS.MATH.CONTENT.5.NF.B.7.C

Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?*

CCSS.MATH.CONTENT.5.NF.B.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

CCSS.MATH.CONTENT.5.NF.B.4.B

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side

lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.