



QUINCY PUBLIC SCHOOLS

Grade Five

English Language Arts Grading Rubric

English Language Arts- Reading - Literature/Informational Text

Quotes accurately from a text when explaining the text or making inferences.

1	2	3	4
Student is rarely able to quote accurately from a text when explaining the text or making inferences.	Student is sometimes able to recognize quote accurately from a text when explaining the text or making inferences.	Student is consistently able to quote accurately from a text when explaining the text or making inferences.	Student consistently exceeds the standard and is able to cite evidence from the text to support analysis of what the text says explicitly as well as with inferences and/or generalizations.

Determines main idea/theme of a story, drama or poem from details in the text.

1	2	3	4
Student is rarely able to identify the main idea or theme of a selection.	Student is sometimes able to determine the main idea or theme of a selection.	Student is consistently able to determine the main idea or theme of a selection.	Student consistently exceeds the standard and is able to determine the main idea or theme of a selection while simultaneously making connections to other texts and real life situations.

Compares and contrasts two or more stories, settings, characters or events using specific details.

1	2	3	4
Student is unable or rarely able to: compare and contrast two or more stories, setting, characters, or events using specific details.	Student is sometimes able to compare and contrast two or more stories, setting, characters, or events using specific details.	Student is consistently able to compare and contrast two or more stories, setting, characters, or events using specific details.	Student consistently exceeds the standard and is able to: compare and contrast two or more stories, setting, characters, or events using specific details and making connections to similar themes and topics.

Determines how a narrator's or speaker's point of view influences the description of events.

1	2	3	4
Student is unable or rarely able to: Determine how a narrator's or speaker's point of view influences the description of events.	Student is sometimes able to: Determine how a narrator's or speaker's point of view influences the description of events.	Student is consistently able to: Determine how a narrator's or speaker's point of view influences the description of events.	Student consistently exceeds the standard and is able to determine how a narrator's or speaker's point of view influences the description of events, and is able to describe how a change in point of view would influence the descriptions.

Writing**Writes to communicate ideas, opinions or information effectively through a variety of genres.**

1	2	3	4
Student is unable or rarely able to write to communicate ideas, opinions or information effectively through a variety of genres.	Student is sometimes able to write to communicate ideas, opinions or information effectively through a variety of genres.	Student is consistently able to write to communicate ideas, opinions or information effectively through a variety of genres.	Student consistently exceeds the standard and is able to write to communicate complex ideas, opinions, and information at an advanced level through a variety of genres.

Produces writing in which the organization and development is appropriate to the task.

1	2	3	4
Student is unable or rarely able to produce writing in which the organization and development is appropriate to the task.	Student is sometimes able to produce writing in which the organization and development is appropriate to the task.	Student is consistently able to produce writing in which the organization and development is appropriate to the task.	Student consistently exceeds the standard and is able to produce exemplary writing in which the organization and development is appropriate to the task, and the student plans, and significantly expands their writing as they revise and edit.

Takes notes, summarizes and paraphrases information in finished work.

1	2	3	4
Student is unable or rarely able to take notes, summarize and paraphrase information in finished	Student is sometimes able to take notes, summarize and paraphrase information in finished	Student is consistently able to take notes, summarize and paraphrase information in finished	Student consistently exceeds the standard and is able to take notes, summarize and paraphrase

work.	work.	work.	information in their finished work and uses that information to develop an understanding of a topic.
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Draws evidence from literacy or informational texts to support analysis, reflection and research.

1	2	3	4
Student is unable or rarely able to draw evidence from literacy or informational texts to support analysis, reflection and research.	Student is sometimes able to draw evidence from literacy or informational texts to support analysis, reflection and research.	Student is consistently able to draw evidence from literacy or informational texts to support analysis, reflection and research.	Student consistently exceeds the standard and is able to draw thorough evidence from literacy or informational texts to support analysis, reflection, and understanding.

Speaking and Listening

Summarizes a text read aloud or information presented in various forms.

1	2	3	4
Student is unable or rarely able to summarize a text read aloud or information presented in various forms.	Student is sometimes able to summarize a text read aloud or information presented in various forms.	Student is consistently able to summarize a text read aloud or information presented in various forms.	Student consistently exceeds the standard and is able to summarize, interpret and analyze a text read aloud or information presented in various forms.

Presents opinions with appropriate facts and relevant, descriptive details.

1	2	3	4
Student is unable or rarely able to present opinions with appropriate facts and relevant, descriptive details.	Student is sometimes able to present opinions with appropriate facts and relevant, descriptive details.	Student is consistently able to present opinions with appropriate facts and relevant, descriptive details.	Student consistently exceeds the standard and is able to present opinions with appropriate facts and relevant, descriptive details from a clear and distinct perspective.

Language

Demonstrates command of grade-level grammar.

1	2	3	4
Student is unable or rarely able to demonstrate an understanding of	Student is sometimes able to demonstrate an understanding of grade-level grammar.	Student is consistently able to demonstrate an understanding of grade-level grammar.	Student consistently exceeds the standard and is able to demonstrate an

grade-level grammar.			understanding of grade-level grammar when writing and speaking.
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Demonstrates understanding of figurative language, word relationships and nuances in word meanings.

1	2	3	4
Student is unable or rarely able to demonstrate an understanding of figurative language, word relationships and nuances in word meanings	Student is sometimes able to demonstrate an understanding of figurative language, word relationships and nuances in word meanings	Student is consistently able to demonstrate an understanding of figurative language, word relationships and nuances in word meanings	Student consistently exceeds the standard and is able to demonstrate an understanding and application of figurative language, complex word relationships and nuances in word meanings

Demonstrates command of grade-level academic and domain-specific vocabulary.

1	2	3	4
Student is unable or rarely able to demonstrate an understanding of grade-level academic and domain-specific vocabulary.	Student is sometimes able to demonstrate an understanding of grade-level academic and domain-specific vocabulary.	Student is consistently able to demonstrate an understanding of grade-level academic and domain-specific vocabulary.	Student consistently exceeds the standard and is able to demonstrate an understanding of grade-level academic and domain-specific vocabulary when writing/speaking.