2023/2024
Lindbergh Elementary
5th Grade
Priority Standards and Proficiency Scales

Reading Proficiency Scales	
Reading Foundations	● [Phonics and Word Analysis](#)
Reading Fiction	● [Character Analysis](#) ● [Theme](#) ● [Point of View](#)
Reading Nonfiction	● [Text Features](#) ● [Author's Viewpoint](#) ● [Text Structures](#) ● [Compare & Contrast Synthesizing](#)
Reading Process	● [Inferencing with Text Evidence](#) ● [Vocabulary](#) ● [Figurative Language](#) ● [Reading Habits](#)

Reading Foundations: Phonics and Word Analysis	
5.RF.3.A.a Decoding words using knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context. **5.RF.3.A.b Reading root words, prefixes, suffixes, and important vocabulary words from all specific content curricula**	
4.0 (EE)	*Examples could include:* ● Consistently applies word analysis skills in texts above grade level ○ *Analyze familiar and unfamiliar words using the root word, base word, prefix, or suffix*
3.0 (ME)	*The student will:* ☐ **Consistently apply word analysis skills in grade level text** ☐ **Know and apply grade-level phonics and word analysis skills in decoding words** ☐ **Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (such as roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context** ☐ **Apply knowledge of root words, prefixes, suffixes to decode familiar and unfamiliar words across subject areas** ☐ **Demonstrate how the addition of a suffix may change the pronunciation of the root word (such as Vacate to vacation)**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *multisyllabic, syllable, specific letter sound patterns, root, prefix, suffix, and base* ● Use strategies to read unfamiliar multisyllabic words within the text with support ● Recall familiar multisyllabic words with support ● Identify multiple letter sound patterns ● Know root words have meaning but do not typically stand alone (Spect as in respect), base words can stand alone (Graph as in graphic) ● Recognize and correct errors
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Fiction: Character Analysis	
5.R.2.A.a Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts	
4.0 (EE)	*Examples could include:* ● Explain how the roles and functions of characters contribute to different plots across multiple texts ● Explain how the relationships and conflicts among characters impact different plots
3.0 (ME)	*The student will:* ☐ **Compare and contrast the roles and functions of characters in different plots (role and function: protagonist or antagonist)** ☐ **Compare and contrast characters and their relationships in different plots (relationship: how they stand in relation to other characters ex. Best friend, teacher)** ☐ **Compare and contrast characters and their conflicts in different plots (conflict: problem)**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *characters, role, function, plot, relationship, conflict, compare, contrast* ● Compare and contrast two or more characters within one plot ● Use a graphic organizer to compare and contrast characters in different plots ● Compare and contrast two or more characters' roles and functions within one plot
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Fiction: Theme	
5.R.2.A.b Explain the theme or moral lesson, conflict, and resolution in a story or novel	
4.0 (EE)	*Examples could include:* ● Identify and explain multiple themes or moral lessons in a story or novel ● Identify similar themes or moral lessons across multiple stories or novels ● Provide evidence from the text to support themes or moral lessons across multiple stories or novels
3.0 (ME)	*The student will:* ☐ **Explain the theme or moral lesson in a story or novel** ☐ **Explain the conflict in a story or novel** ☐ **Explain the resolution to a conflict in a story or novel**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *theme, moral, conflict, resolution* ● Identify the theme or moral lesson in a story or novel ● Identify the conflict or problem in a story or novel ● Identify the resolution in a story or novel
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Fiction: Point of View	
5.R.2.A.c Describe how a narrator's or speaker's point of view influences events	
4.0 (EE)	*Examples could include:* ● Explain how a narrator's or speaker's point of view changes over time and provide evidence to support this
3.0 (ME)	*The student will:* ☐ **Describe how a narrator's or speaker's point of view influences events within a text (the events in a story would be described differently if told through a different narrator or speaker)**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *point of view, narrator, speaker, events, influence* ● Identify the narrator's or speaker's point of view within the text ● Understand that a narrator's or speaker's point of view can influence events in literature
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Nonfiction: Text Features	
5.R.3.A.a Use multiple text features (captions, headings, diagrams)and graphics to locate information to gain an overview of the contents of text information	
4.0 (EE)	*Examples could include:* ● Create a new text feature to address or summarize content information ● Compare and contrast texts with similar text features ● Collect information and create own subheadings
3.0 (ME)	*The student will:* ☐ **Use multiple text features (captions, headings, subheadings, label, bold print, colored print, italics, glossary, index, table of contents, bullets, sidebar) to locate information in order to gain an overview of the contents of text information** ☐ **Use graphics (maps, photographs, diagrams, graphs, and illustrations) to locate information to gain an overview of the contents of text information**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *text feature, caption, heading, subheading, label, bold print, colored print, italics, glossary, index, table of contents, bullets, sidebar, map, photograph, diagram, graph, illustration* ● Identify and name text features within a nonfiction text
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Nonfiction: Author's Viewpoint
5.R.3.B.d Identify the author's viewpoint or position, supporting facts, and the conclusion of a persuasive argument **5.R.3.C.d Analyze more than one account of the same event or topic, noting important similarities and differences in the point of view**

4.0 (EE)	*Examples could include:* ● Extend the position by providing additional supporting facts for the persuasive argument ● Contradict the author's viewpoint by providing supporting facts ● Evaluate perspectives and how they connect from multiple accounts of the same topic or event ● Evaluate how authors present information when identifying similarities and differences in the point of view of multiple accounts of the same event or topic
3.0 (ME)	*The student will:* ☐ **Identify the author's viewpoint or position of a persuasive argument** ☐ **Identify the supporting facts of a persuasive argument** ☐ **Identify the conclusion of a persuasive argument** ☐ **Analyze more than one account of the same event or topic** ☐ **Identify important similarities and differences in the point of view of multiple accounts of the same event or topic (compare and contrast)**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *viewpoint, position, persuasion, argument, supporting facts, conclusion, analyze, text structure, compare, contrast, similarities, differences, point of view, account, topic, event* ● Understand that points of view differ based on experience and perspective ● List similarities and differences from one account of the same topic or event ● Use a graphic organizer to compare and contrast one account of the same topic or event (ex: Venn diagram)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Nonfiction: Text Structures	
5.R.3.C.c Analyze how the organization of a text influences the meaning of the text	
4.0 (EE)	*Examples could include:* ● Evaluate text structures across multiple texts ● Evaluate meaning across multiple texts ● Evaluate perspectives, contradictions, and overlap across multiple texts ● Create a paragraph using a specific non-fiction text structure
3.0 (ME)	*The student will:* ☐ **Analyze how the organization of a text (text structure) influences the meaning of the text:** 　☐ **Cause and effect** 　☐ **Problem and solution** 　☐ **Sequence** 　☐ **Compare and contrast** 　☐ **Description**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *analyze, text structure, cause, effect, problem, solution, sequence, compare, contrast, description* ● Identify each text structure with a provided example ● Use a graphic organizer to organize information given a text structure
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Nonfiction: Compare & Contrast Synthesizing	
5.R.3.C.e. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
4.0 (EE)	*Examples could include:* ● Synthesizes ideas and explicitly references multiple texts while organizing information into subtopics of students own when speaking or writing ● Can speak and write to multiple points of view on an issue
3.0 (ME)	*The student will:* ☐ **Integrate information from several texts on the same topic in order to write about the subject knowledgeably** ☐ **Integrate information from several texts on the same topic in order to speak about the subject knowledgeably**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *integrate* ● Identify multiple sources on the same topic ● Recall information learned from multiple sources ● Sort information from both texts into categories
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

	Reading Process:Inferencing with Text Evidence
**5.R.1.A.a Draw conclusions and infer by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**
4.0 (EE)	*Examples could include:* ● Connect several inferences across one text ● Link conclusions and inferences across multiple parts/sections of a text
3.0 (ME)	*The student will:* ☐ **Use evidence from the text to support conclusions made from the text (i.e., relationships/interactions across content)** ☐ **Infer (read between the lines) using evidence from the text to support thinking about the text** ☐ **Infer (read between the lines) using background knowledge not referenced in the text (i.e., come up with own ideas about relationships/ interactions between events, ideas, and key concepts)**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *conclusions, infer, interaction, relationship, concept, evidence,* ● Use strategies and/or graphic organizers to infer meaning from the text using evidence with the text given support ● Refer to details and examples in a text when explaining what the text says explicitly and when making inferences from the text
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Process: Vocabulary	
5.R.1.B.a Determining the meaning of academic English words derived from Latin, Greek, or linguistic root words and their prefixes and suffixes through context.	
4.0 (EE)	*Examples could include:* ● *Analyze Greek and Latin roots, prefixes, and suffixes and apply the meaning to familiar and unfamiliar words*
3.0 (ME)	*The student will:* ☐ **Identify the meaning of specific root words, prefixes, and suffixes.** ☐ **Determine the meaning of content specific vocabulary by breaking apart words by their prefix, suffix, and root word.**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *root, prefix, suffix, base* ● Recall meaning of root words ● Recall the meaning of prefixes (ex. pre) ● Recall the meaning of suffixes (ex. tion)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Process: Figurative Language	
5.R.1B.d. Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.	
4.0 (EE)	*Examples could include:* ● Evaluates the meaning behind the author's craft using figurative language ● Evaluates the meaning of the figurative language being used in the text ● Generate additional figurative language that aligns to the text and situation
3.0 (ME)	*The student will:* ☐ **Explain the meaning of the identified figurative language, (e.g., similes, metaphors, etc.) in context**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *figurative language, simile, metaphor, idiom, adages, hyperboles* ● Identify specific figurative language usage in texts
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Process: Reading Habits	
5.R.1.D. Read independently for multiple purposes over sustained periods of time by: ○ **a. reading text that is developmentally appropriate** ○ **b. producing evidence of reading through written or spoken response**	
4.0 (EE)	*Examples could include:* ● Shares reading evidence with others through written and spoken responses ● Chooses to read for pleasure
3.0 (ME)	*The student will:* ☐ **Read independently and demonstrate stamina for long periods of time** ☐ **30 minutes or more sustained independent reading** ☐ **Read independently for multiple purposes** ☐ **Read a text that is developmentally appropriate** ☐ **Provide evidence of reading with written or spoken responses such as book talks, conferences, journaling**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *stamina, genre, self-monitor* ● Read a variety of fiction and informational texts ● Utilize strategies to sustain engagement ● Build reading stamina by setting goals and tracking progress ● Self-select texts based on interest, purpose, and appropriate text level
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Writing Proficiency Scales	
Writing Process	● [Revision](#) ● [Editing](#)
Narrative	● [Narrative Writing](#)
Opinion	● [Opinion Writing](#)
Informational	● [Informational Writing](#)
Language & Grammar	● [Grammar & Conventions](#) ● [Spelling](#)
Speaking & Listening	● [Presenting](#)

Writing Process: Revision	
5.W.1.C. Reread, revise, and edit with assistance.	

4.0 (EE)	*Examples could include:*
	● Revises for:
	    ○ Establish and maintain a consistent point of view
	    ○ Include clearly identified characters
	    ○ Relevant facts and examples with supporting evidence
	    ○ Uses figurative language in a variety of genres when appropriate
	    ○ Chooses precise language and establishes an appropriate style

3.0 (ME)	*The student will:* ☐ **Reread and revise drafts with assistance** ☐ **Revise for multiple reasons. (Examples could include main idea, sequencing, focus organizational structure, details/facts, word choice, sentence structure, transitions, voice, audience and purpose).** ☐ **Use technology, including the internet, to produce and publish writing**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *revise, edit, main idea, sequence, focus, details, word choice, sentence structure, transition, audience and purpose, voice.*
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Writing Process: Editing	
5.W.1.C. Reread, revise, and edit with assistance.	

4.0 (EE)	*Examples could include:*
	● Edits for:
	  ○ Use of semicolons, colon, etc
	  ○ Utilizes an editing checklist independently to better their writing

3.0 (ME)	*The student will:*
	☐ **Edit for language conventions**
	    ☐ **Punctuating dialogue and quotations correctly**
	    ☐ **Use of commas for introductory clauses, lists, coordinating conjunctions**
	☐ **Writes in complete sentences (capitalization, subject, predicate, and punctuation)**

2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Describe how sentence structure should be used, for example: capital letters and correct punctuation
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Narrative Writing	
5.W.2.C. Write fiction or nonfiction narratives and poems	
4.0 (EE)	*Examples could include:* ● Can explain the structure verbally ● Uses a flashback intentional to support the story line ● Add in a clear them to their writing ● Shows the character development throughout the story

3.0
(ME)
	The student will:
	☐ **Organize events in order including each part:**
	    ☐ **Beginning**
	    ☐ **Middle**
	    ☐ **End**
	☐ **Establish a setting/situation/topic and introduce a narrator or characters**
	☐ **Apply narrative techniques to his/her writing:**
	    ☐ **Dialogue**
	    ☐ **Motivation (Internal Thought, Character's Feelings)**
	    ☐ **Description**
	☐ **Use a variety of transitions to manage the sequence of events, such as, however, although it was raining, nevertheless, similarly, moreover, in addition, all of a sudden, earlier I saw.**
	☐ **Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose; such as, figurative language, sensory details, and domain-specific words**

2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *dialogue, motivation, description, narrative, sequence, event, audience, purpose* ● Use a graphic organizer to put events in order from beginning to end with support ● Use the strategy of "I ADD" (Inner Thinking, Action, Dialogue, Description) ● Use a graphic organizer to organize key parts of narrative writing ● Show evidence of beginning, middle, and/or end. ● Use basic transitions to manage the sequence of events, such as after we ate, a moment later, shortly after my nap, meanwhile ● Recall and recognize different parts of figurative language
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Opinion Writing	
5.W.2.A Write opinion texts	
4.0 (EE)	*Examples could include:* ● Can verbally explain the structure chosen to write opinion piece ● Acknowledges the other viewpoints in writing and explains the significance of the other side's viewpoint. ● Elaborates on supporting details by providing evidence, such as statistics, survey data, convincing quotes (experts opinions)
3.0 (ME)	*The student will:* ☐ **Introduce a topic or text being studied, using introductory paragraph that clearly supports the writer's purpose** ☐ **State an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details** ☐ **Write a main idea or topic sentence near the beginning of each paragraph** ☐ **Use specific and accurate words that are related to the topic, audience, and purpose** ☐ **Contain information using student's original language excerpt when using direct quotation from a source** ☐ **Reference the name of the author(s) or name of the source used for details or facts included in the text** ☐ **Use transitions to connect opinion and reason** ☐ **Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *introductory, supporting, conclusion, genre, main idea, topic sentence, relevance, accuracy, reliability, print resources, digital resources, paraphrasing, plagiarism, quotation marks, tag, source opinion, position, supporting reasons* ● Use a graphic organizer to support the main idea with details ● Use a graphic organizer to organize the opinion and supporting details ● Use basic transition words to connect opinion and resources; such as in addition, in summary, in other words, in conclusion. ● Identify reasons to support an opinion or position with support ● Identify facts and details from various sources with support
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Informational Writing

5.W.2.B Write informative/explanatory texts.

4.0 (EE)	*Examples could include:* ● Elaborates on details by providing evidence, such as statistics, survey data, convincing quotes (experts opinions) ● Can explain the text structure they chose ● Explaining the author's word choice by giving context clues
3.0 (ME)	*The student will:* ☐ **Introduce a topic using a topic sentence in an introductory paragraph** ☐ **Develop the topic into supporting paragraphs from sources, using topic sentences** ☐ **Include facts, details, examples, and quotations from sources** ☐ **Use an organizational format that suits the topic** ☐ **Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose** ☐ **Contain information using the student's original language except when using direct quotations from a source (paraphrase)** ☐ **Use transitions to connect ideas within and across categories of information** ☐ **Use text structures to organize information** ☐ **Create a concluding paragraph related to the information**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *genre, text structure, main idea, topic sentence, facts, details, examples, quotations* ● Use a graphic organizer to support topic sentences with information from the source and the main idea with details ● Identify a text structure: *problem and solution, cause and effect, sequence, description, compare and contrast* ● Write a paragraph with a topic and supporting details with support
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Language: Grammar & Conventions

5.L.1.A.a Explain and use the 8 parts of speech. **5.L.1.A.d Use and correct verb tenses**

4.0 (EE)	*Examples could include:* ● Write a paragraph that includes all 8 parts of speech. ● Explains the relationship between different parts of speech (understands syntax) ● Identify changes in verb tense across various texts ● Demonstrates understanding of when to change verb tenses to match the content of their writing ● Shows understanding of using possessive with proper nouns ○ Ex. Harry Potter's broom (possessive)/ The Potters (plural)

3.0
(ME)
	The student will:
	☐ **Explain, use, and provide examples the 8 parts of speech:**
	    ☐ Noun (person, place, thing or idea)
	    ☐ Adjective (describes a noun)
	    ☐ Pronoun (he, she, it, they, etc.)
	    ☐ Verb (action or linking)
	    ☐ Adverb (describes a verb and ends in *-ly*)
	    ☐ Preposition (shows position)
	    ☐ Conjunction (and, or, but, etc.)
	    ☐ Interjection (expresses sudden feeling)
	☐ **Use and correct verb tenses**
	    ☐ **past, present, and future tenses**
	☐ **Use a consistent verb tense in a piece of writing**
	☐ **Use apostrophes in singular and plural nouns to show possession**
	    ☐ **Singular:** child's toy, parent's car **vs. Plural:** children's toys, parents' cars

2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *parts of speech, noun, adjective, pronoun, verb, adverb, preposition, conjunction, interjection, verb, verb tense, past tense, present tense, future tense* ● Identify examples of past, present, and future tenses within a text across all content ● Identify examples of each part of speech within a text across all content ● Recall and recognize terms: *noun, apostrophe, singular, plural, possession, possessive tense* ● Identify examples of singular and possessive nouns within a text across all content
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Language & Grammar: Spelling	
5.L.1.B.j Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context	
4.0 (EE)	*Examples could include:* ● Demonstrates understanding of how prefixes and suffixes change pronunciation and parts of speech of words

3.0 (ME)	*The student will:*
	☐ **Spell unfamiliar words using:**
	    ☐ **Letter-sound correspondence**
	    ☐ **Syllable patterns**
	    ☐ **Greek and Latin roots and affixes (prefix, suffix)**

2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *letter-sound correspondence, syllables, syllable patterns, multisyllabic words, root words, affixes, prefix, suffix* ● Use various resources and spell unfamiliar words (Google search, dictionary, word wall, etc.)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Speaking & Listening: Presenting	
5.SL.4.A Speak effectively while presenting	
4.0 (EE)	*Examples could include:* ● Effectively manages multiple pieces of media while presenting ● Clearly shares multiple perspectives while presenting

3.0
(ME)
	The student will:
	☐ **Plan a presentation based on the audience**
	    ☐ **Length**
	    ☐ **Tone**
	    ☐ **Topic**
	    ☐ **Media**
	☐ **Using efficient presentation skills with resources using a variety of media**
	    ☐ **Oral presentations**
	    ☐ **Live discussions**
	    ☐ **Performances**
	    ☐ **Videos**
	    ☐ **Audio recordings**
	☐ **Demonstrate pacing, vocabulary, and gestures to communicate a clear viewpoint**

2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Use one type media while presenting ● Use limited vocabulary while presenting ● Share unclear viewpoints
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

5th Grade Math Proficiency Scales

Operations in Base Ten	● [Place Value - Read, Write, Identify Numbers](#)	Lesson 6 - 9 (iReady)
Algebraic Thinking	● [Order of Operations](#)	Lesson 30 (iReady)
	● [Ordered Pairs](#)	Lessons 31 - 32 (iReady)
Operations in Decimals	● [Adding and Subtracting Decimals](#)	Lessons 10, 11, 14 (iReady)
	● [Multiplying Decimals](#)	Lesson 4, 15, 16, 22 (iReady)
	● [Dividing Decimals](#)	Lessons 5, 17, 24 (iReady)
Operations in Fractions	● [Adding and Subtracting Fractions](#)	Lessons 12 - 14 (iReady)
	● [Multiplying Fractions](#)	Lessons 19 - 22 (iReady)
	● [Dividing Fractions](#)	Lessons 18, 23, 24 (iReady)
Geometry and Measurement	● [Metric and Customary Units](#)	Lessons 25 - 26 (iReady)
	● [Volume](#)	Lessons 1 - 3 (iReady)

Operations in Base Ten: Place Value

5.NBT.A.1 Read, write and identify numbers from billions to thousandths and in expanded form.	
4.0 (EE)	*Examples could include:* ● Can extend knowledge of place value understanding to go above the billions and below the thousandths ● Analyze and evaluate errors in a given problem
3.0 (ME)	*The student will:* ☐ **Read and identify numbers from billions to thousandths** ☐ **Write numbers from billions to thousandths in word form** ☐ **Read and identify numbers in expanded form from billions to thousandths** ☐ **Write numbers in expanded form from billions to thousandths**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recognize and recall terms: *place value, expanded form, standard form, digits, numbers, ones, tenths, hundredths, thousandths, place, value, decimal, decimal places, whole number, expanded form* ● Read numbers from millions to ones ● Write numbers from millions to ones in word form ● Understand how to read whole numbers in expanded form ● Understand how to write whole numbers in expanded form
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Algebraic Thinking: Order of Operations	
5.RA.B.3 Write, evaluate and interpret numerical expressions using the order of operations.	
4.0 (EE)	*Examples could include:* ● Evaluate and apply parentheses to make an expression true ● Solve an expression given a variable ● Rewrite an expression to include a variable and solve for the variable ● Analyze and evaluate errors in a given problem
3.0 (ME)	*The student will:* ☐ **Write expressions with numbers using the order of operations without exponents (PEMDAS/GEMS)** ☐ **Solve expressions with numbers using the order of operations without exponents**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *order of operations, PEMDAS (Parentheses, Exponents, Multiply, Divide, Add, Subtract), factor, product, quotient, sum, difference, numerical expression, equation, brackets* ● Explain each step of the order of operations ● Solve expressions given a visual aid ● Recalls the order of operations sequence
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Algebraic Thinking: Ordered Pairs	
5.GM.C Graph points on the Cartesian coordinate plane within the first quadrant to solve problems	
4.0 (EE)	*Examples could include:* ● Design and represent points on a coordinate plane ● Graph points on a coordinate plane within quadrant 1 through 4 ● Analyze and evaluate errors in a given problem
3.0 (ME)	*The student will:* ☐ **Graph ordered pairs on the coordinate plane in the first quadrant** ☐ Identify and label given ordered pairs
2.5 (NM)	Partial success at score 2.0 content and major errors or omissions regarding 3.0 content.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *coordinate plane, ordered pair, quadrant, origin, x-axis, y-axis, x-coordinate, y-coordinate* ● Identify x-axis ● Identify y-axis
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Operations in Decimals: Adding and Subtracting Decimals	
5.NBT.A.6 Add and subtract whole numbers and decimals to the thousandths place, and justify the solution.	
4.0 (EE)	*Examples could include:* ● Use multiple representations to solve real-world problems ● Solve for the unknown variable in an equation ● Check the solution by using subtraction ● Analyze and evaluate errors in a given problem
3.0 (ME)	*The student will:* ☐ **Add whole numbers with decimals to the thousandths place** ☐ **Add whole number with decimals to the thousandths place with regrouping** ☐ **Subtract decimals to the thousandths place** ☐ **Subtract decimals to the thousandths place with regrouping** ☐ **Explain and justify the solution** ☐ Add zeroes as needed to a number to the end of a decimal value to line up the place value positions
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *place value, whole number, regroup, decimal point, decimal, ones, tenths, hundredths, thousandths, addition, sum, addends, subtract, difference* ● Add whole numbers with and without regrouping ● Subtract whole numbers with and without regrouping
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Operations in Decimals: Multiplying Decimals	
5.NBT.A.7 Multiply multi digit whole numbers and decimals to the hundredths place, and justify the solution.	
4.0 (EE)	*Examples could include:* ● Use multiple representations to solve real-world problems ● Solve for the unknown variable in an equation ● Analyze and evaluate errors in a given problem ● Check the solution using division
3.0 (ME)	*The student will:* ☐ **Multiply multi-digit whole numbers by three- or more-digits** ☐ **Multiply multi-digit decimals to the hundredths place** ☐ **Multiply multi-digit whole numbers with decimals to the hundredths place** ☐ **Justify and explain the solution**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *place value, whole numbers, regroup, decimal point, ones, tenths, hundredths, thousandths, multiply, digit, product* ● Multiply multi-digit whole numbers by one-digit ● Multiply multi-digit whole numbers by two-digits ● Demonstrates fluency of basic multiplication facts of whole numbers
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Operations in Decimals: Dividing Decimals	
5.NBT.A.8 Divide multi digit whole numbers and decimals to the hundredths place using up to two digit divisors and four digit dividends, and justify the solution.	
4.0 (EE)	*Examples could include:* ● Use multiple representations to solve real-world problems ● Solve for the unknown variable in an equation ● Analyze and evaluate errors in a given problem ● Check the solution using multiplication
3.0 (ME)	*The student will:* ☐ **Divide whole numbers with two-digit divisors and four-digit dividends** ☐ **Divide decimals to the hundredths place with two-digit divisors and four-digit dividends (with whole number divisors)** ☐ **Justify and explain the solution**
2.5 (NM)	Partial success at score 2.0 content and major errors or omissions regarding 3.0 content.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *place value, whole numbers, regroup, decimal point, ones, tenths, hundredths, thousandths, divide, digit, quotient, dividend, divisor* ● Divide multi-digit whole numbers with one-digit divisors and with three-digit dividends ● Divide multi-digit whole numbers with one-digit divisors and with four-digit dividends
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Operations in Fractions: Adding and Subtracting Fractions	
5.NF.B.6 Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.	
4.0 (EE)	*Examples could include:* ● Use multiple representations to solve real-world problems ● Solve for the unknown variable in an equation ● Add fractions given a multi-step expression ● Subtract fractions given a multi-step an expression ● Analyze and evaluate errors in a given problem
3.0 (ME)	*The student will:* ☐ **Add fractions with unlike denominators** ☐ **Add mixed numbers with unlike denominators** ☐ **Solve problems by adding and subtracting fractions and justify and explain the solution** ☐ **Subtract fractions with unlike denominators** ☐ **Subtract mixed numbers with unlike denominators without regrouping** ☐ **Subtract mixed numbers with unlike denominators with regrouping**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *fraction, denominator, numerator, sum, equivalent fractions, factor, improper fraction, mixed number, like denominators, unlike denominators, unit fraction, whole number, difference,* ● Represent fractions using a model ● Generate equivalent fractions ● Add fractions with like denominators ● Add mixed numbers with like denominators ● Subtract fractions with like denominators ● Subtract mixed numbers with like denominators
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Operations in Fractions: Multiplying Fractions
5.NF.B.7 Extend the concept of multiplication to multiply a fraction or whole number by a fraction.

4.0 (EE)	*Examples could include:* ● Multiplying mixed numbers by a fraction, mixed number, or whole number ● Solve for the unknown variable in an equation ● Multiple fractions given a multi-step expression ● Solve real-world problems with multiple fractions ● Analyze and evaluate errors in a given problem ● Write and solve an equation based on a given model
3.0 (ME)	*The student will:* ☐ **Multiply a whole number by a fraction** ☐ **Multiply a fraction by a fraction**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *fraction, denominator, numerator, product, equivalent fractions, factor, improper fraction, mixed number, like denominators, unlike denominators, unit fraction, whole number* ● Explain that multiplying fractions by a fraction or a whole number is represented by repeated addition
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Operations in Fractions: Dividing Fractions	
5.NF.B.8 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.	
4.0 (EE)	*Examples could include:* ● Solve for the unknown variable in an equation ● Solve real-world problems with two or more fractions with division ● Divide fractions given a multi-step expression ● Analyze and evaluate errors in a given problem ● Divide unit fractions by smaller unit fractions using a number line
3.0 (ME)	*The student will:* ☐ **Divide a whole number by a unit fraction using a model** ☐ **Divide a whole number by a unit fraction given an equation** ☐ **Divide a unit fraction by a whole number using a model** ☐ **Divide a unit fraction by a whole number given an equation**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *fraction, denominator, numerator, quotient, equivalent fractions, factor, improper fraction, mixed number, unit fraction, whole number* ● Describe fractions as a number of equal portions of a whole ● Represent fractions on a number line
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geometry and Measurement: Metric and Customary Units	
5.GM.D.8 Convert measurements of capacity, length and weight within a given measurement system.	
4.0 (EE)	*Examples could include:* ● Solve multi-step problems, including word problems, that require measurement conversions ● Convert between metric and U.S. customary systems ● Increase or decrease a recipe making conversions between unit types ● Analyze and evaluate errors in a given problem
3.0 (ME)	*The student will:* ☐ **Convert measures of capacity, length, and weight within the U.S. customary system** ☐ **Convert measures of capacity, length, and weight within the metric system**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *capacity, centi, cup, deci, fluid, gram, kilo, length, liter, meter, ounce, foot, gallon, inch, length, mile, ounce, pint, pound, quart, metric system, milli, tablespoon, teaspoon, unit U.S. customary system, weight, and yard* ● Identify relative sizes of measurement units within the U.S. Customary system ● Identify relative sizes of measurement units within the metric system
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geometry and Measurement: Volume	
5.GM.B.4 & 5 Understand the concept of volume and recognize that volume is measured in cubic units and Apply the formulas V l × w × h and V B × h for volume of right rectangular prisms with whole number edge lengths.	
4.0 (EE)	*Examples could include:* ● Design three-dimensional figures with different shapes given the same volume using cubic units ● Analyze and evaluate errors in a given problem
3.0 (ME)	*The student will:* ☐ **Calculate the volume of a solid given its dimensions** ☐ **Apply the formula V = l x w x h (Volume=length x width x height) for finding volume of rectangular prisms** ☐ **Apply the formula V = B x h (Volume=base x height) for finding the volume of rectangular prisms**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recognize and recall vocabulary: *volume, area, base, cubic units, edge, length, face, height, length, rectangle, prism, unit, width* ● Model volume of a figure using cubic units ● Identify three-dimensional shapes
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Science Proficiency Scales	
Earth Science	● [Earth Science](#)
Life Science	● [Life Science](#)
Physical Science	● [Physical Science](#)
Engineering Design	● [Engineering Design](#)

Earth Science
4.0 **(EE)**	*Examples could include:* ● Develop an argument supported by evidence for ways that humans in their own community can protect natural resources/environment ● Develop a model interacting all spheres ● Propose ways to reduce the impacts of negative system interactions

3.0
(ME)
	The student will:
	☐ **5.PS2.B.1: Support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center.**
	    ☐ **Explain that gravitational forces are directed towards Earth's core**
	    ☐ **Generates multiple of real word examples of how gravity impacts themselves**
	☐ **5.ESS1.B.1: Make observations during different seasons to relate the amount of daylight to the time of year.**
	    ☐ **Explain that hours of daylight are caused by the region receiving direct sunlight or not**
	    ☐ **Describe the cause and effect relationship between amount of daylight and season**
	☐ **5.ESS2.A.1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.**
	    ☐ **Describe the components of each of Earth's Systems**
	    ☐ **Develop and explain a model to show interactions between two of Earth's systems**
	☐ **5.ESS3.C.1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.**
	    ☐ **Explains various human impacts on natural resources and the environment**
	    ☐ **Explains ways to protect the natural environment including sustainable energy**

2.5 **(NM)**	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 **(SD)**	*The student will:* ● Recall and recognize terms: *daylight, sunlight, season, natural resources, sustainable energy, renewable resources, nonrenewable resources, geosphere, biosphere, atmosphere, hydrosphere, gravity* ● Recognizes that the amount of daylight varies by season and that it is not the same all year long. ● Recognizes the human impact on the earth ● Recalls ways humans can protect the earth ● Recognize the components of the Earth systems ● Recognize Earth's systems affect on each other
1.0 **(AC)**	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Life Science	
4.0 (EE)	*Examples could include:* ● Predict how removing or introducing organisms to an ecosystem would affect the movement in matter and justify a claim using evidence ● Designs their own experiment showing that plants need water, carbon dioxide, and sunlight
3.0 (ME)	*The student will:* ☐ **5.LS1.C.1: Support an argument that plants get the materials (carbon dioxide, water, sunlight) they need for growth from air and water.** 　☐ **Explain the idea that plant matter comes mostly from air and water, not from the soil** ☐ **5.LS2.B.1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment** 　☐ **Construct a model including plants (producers), animals (consumers), and decomposers to show the movement of matter through an ecosystem** 　☐ **Explain how organisms in a model consume other organisms to transport matter**
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *carnivore, consumer, decomposer, ecosystem, energy, environment, food chain/web, herbivore, matter, omnivore, organism, predator, prey, producer, solar energy, carbon dioxide, growth* ● Recall that matter moves through an ecosystem when they eat other organisms ● Recognize the components of an ecosystem (producers, consumers, etc.) ● Recall what a plant needs to grow
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Physical Science	
4.0 (EE)	*Examples could include:* ● Make and support a claim that a chemical change has occurred using evidence ● Critique claims about conservation of matter

3.0 (ME)	*The student will:*
	☐ **5.PS1.A.1: Develop a model to describe that matter is made of particles too small to be seen.**
	    ☐ **Explains how a model represents invisible particles of matter**
	    ☐ **Makes and supports a claim that matter takes up space using evidence from a model**
	    ☐ **Makes and supports a claim that matter has mass using evidence from a model**
	☐ **5.PS1.A.2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.**
	    ☐ **Investigate mass/weight of substances with precision using measurement tools**
	    ☐ **Make qualitative and quantitative observations of changes in matter and report using a graph**
	    ☐ **Explain that when matter changes state or is mixed with another substance it remains chemically the same**
	☐ **5. PS1.B.2: Conduct an investigation to determine whether the combining of two or more substances results in new substances**
	    ☐ **Investigate the mixing of two or more substances and explain how a new substance has been produced**
	    ☐ **Make qualitative and quantitative observations of substances before and after combining**

2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize specific vocabulary: *mass, matter, solid, liquid, gas, particles, claim, evidence, chemical change precise, property, qualitative, quantitative, substance, physical change, weight, solution* ● Recognize the state of matter represented by a model ● Recognize that matter is made of particles too small to be seen ● Recognize the mixing of substances produces a new substance ● Recognize physical changes
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

	Engineering Design
	5.ETS1.B.1: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. **5.ETS1.C.1: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**
4.0 (EE)	*Examples could include:* ● Evaluate multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem ● Formulate a relevant question through observations that can be tested by an investigation ● Evaluate investigations collaboratively to produce data to serve as the basis for evidence, using fair tests which variables are controlled and the number of trials are considered

3.0
(ME)
	The student will:
	☐ **5.ETS1.B.1: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**
	    ☐ **Analyze collected data to compare solutions based on how well each solution meets the criteria and constraints of the problem**
	    ☐ **Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem**
	☐ **5.ETS1.C.1: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**
	    ☐ **Investigate to improve a model or prototype by controlling variables**
	    ☐ **Analyze and identify the failure points or difficulties, which suggest the elements of the design that need to be improved**

2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize specific vocabulary: *engineering, problem, engineering design, constraint, criteria, independent variable, dependent variable, fair test, criteria, constraints, prototype, model)* ● Recognize an engineering problem and a possible solution ● Understand that designs can be conveyed through sketches, drawings, or physical models, which are useful for communicating ideas about a problem ● Recognize the criteria and constraints ● Plan and implement an investigation that includes what is to be changed after each trial (independent variable), the outcome that will be measured (dependent variable), what tools and methods will be used to collect data
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Social Studies Priority Standards
Evaluate and Use Resources and Artifacts
Use Visual Tools
Understand and Support Information in Sources

	Evaluate and Use Resources and Artifacts
	5.TS.7.A Identify, select, analyze and evaluate resources to create a product
4.0 (EE)	*Examples could include:* ● Create a primary source to show student understanding of current events. ● Create multiple products to teach about one specific social studies topic.
3.0 (ME)	*The student will:* ☐ **Identify, select, analyze, evaluate, and use resources to create a product** 　● Content may include, but is not limited to: 　　○ Online sources 　　○ Encyclopedia 　　○ Reliable online sites 　　○ Biographies 　　○ Autobiographies 　　○ Informational Texts 　　○ Magazines 　　○ Periodicals 　　○ National Archives website ☐ **Evaluate and use artifacts to share information on social studies topics** 　● Content may include, but is not limited to: 　　○ Creating a replica of a journal 　　○ Arrowheads 　　○ Original images 　　○ Virtual field trips 　　○ Checklist to evaluate sources
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *primary source, secondary source, artifact, online sources, encyclopedia, biographies, autobiographies, periodicals.* ● Identify the difference between primary and secondary sources. ● Be able to recognize and identify a reliable source.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Use Visual Tools	
5.TS.7.B Use visual tools to communicate information and ideas	
4.0 (EE)	*Examples could include:* ● Create multiple products to teach about one specific social studies topic. ● Use multiple visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.
3.0 (ME)	*The student will:* ☐ **Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas** 　● Content may include, but is not limited to: 　　○ Predictions - KWL or RAN charts, cloze notes, text features 　　○ Understanding T Charts, notes, Venn diagrams, cause/effect charts 　　○ Communicating information - oral presentation, sharing in cooperative learning or peer groups, digital presentations, posters, timelines, etc. ☐ **Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics** 　● Content may include, but is not limited to: 　　○ Maps - civil war battles, WWI, WWII, topography maps, thematic maps, erie or panama canals 　　○ Graphs - unemployment during the Great Depression, events that led up to the Civil War 　　○ Timelines - Great Depression, events that led up to the Civil War 　　○ Charts - The laws that were reformed during the Progressive Era, events that led to women getting the right to vote 　　○ Models - car, airplane, native american tools or lodging 　　○ Diagrams - Eli Whitney's cotton gin, assembly line, Henry Ford's building of the Model A
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *predictions, maps, graphs, timelines, charts, models, diagrams* ● Differentiate among various types of visual tools. ● Gather information from visual tools.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Understand and Support Information in Sources	
5.TS.7.C Understanding and supporting fact, opinion, bias, and point of view in sources	
4.0 (EE)	*Examples could include:* ● Create texts which show bias to each position of a social studies issue. ● Research and defend the non popular side of a social studies issue.

3.0
(ME)
	The student will:
	☐ **Explain how facts and opinions affect point of view and/or bias in social studies topics**
	    ● Content may include, but is not limited to:
	        ○ Point of View: Students investigate a topic and then form an opinion and look at each side's point of view, (ex. Southerner's vs. Northerner's)
	        ○ Bias: Students investigate a topic but look at only one side and develop an attitude based strictly
	☐ **Identify, research, and defend a point of view/position on social studies topic**
	    ● Students can learn about any topic and defend a side based on the information they gained through the research process
	        ○ Content may include, but is not limited to:
	            ■ Women's Suffrage
	            ■ Prohibition
	            ■ Civil War
	            ■ Peaceful Protesting

2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	*The student will:* ● Recall and recognize terms: *point of view, bias, fact* ● Distinguish between fact and opinion and recognize bias and point of view in social studies texts.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed