

LANGUAGE ARTS LITERACY: Reading

Reads independently				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	Student has achieved reading success at Level P or below.	Student has achieved reading success at Level Q, R, or S.	Student has achieved reading success at Level T.	Student has achieved reading success at Level U or above.
2 nd	Student has achieved reading success at level Q or below.	Student has achieved reading success at Level R, S, or T.	Student has achieved reading success at Level U.	Student has achieved reading success at Level V or above.
3 rd	Student has achieved reading success at Level R or below.	Student has achieved reading success at Level S, T or U.	Student has achieved reading success at Level V.	Student has achieved reading success at Level W or above.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				

Demonstrates stamina during independent reading				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for more than 20 minutes.
2 nd	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 30 minutes.
3 rd	Student is unable or rarely able to sustain attention for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student consistently sustains attention during independent reading for 40 minutes.	Student consistently sustains attention during independent reading for more than 40 minutes.

Uses reading strategies to comprehend text across the curriculum				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> Student applies few comprehension strategies before, during, and after reading. Student often does not recognize when meaning has been disrupted. Student displays little relevant thinking through discussion, notes, and writing about ideas in text. 	<ul style="list-style-type: none"> Student applies some comprehension strategies before, during, and after reading; sometimes recognizes when meaning is disrupted. Student displays some relevant thinking about ideas through discussion, notes, and writing. Responses demonstrate a partial understanding of texts. 	<ul style="list-style-type: none"> Student applies comprehension strategies before, during, and after reading of grade-level texts. Student recognizes when meaning is disrupted, chooses and uses fix-up strategies. Discussion, notes, and writing reveal relevant thinking and understanding of texts. 	<ul style="list-style-type: none"> Student applies comprehension strategies to extend and enhance thinking before, during, and after reading of above-grade-level texts. Student displays relevant and original thinking about ideas in texts through discussion, notes, and writing. Student recognizes when meaning is disrupted and applies multiple fix-up strategies.

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Reads with fluency				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> Lack of fluent reading is evident. Reading of leveled texts is very choppy and slow. Student attends to some spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> Reading is somewhat fluent. Student reads either very slowly or very quickly. Reading is choppy some of the time. Student may inaccurately phrase words. Student attends to some ending punctuation. Student uses very little or no expression matched to meaning. 	<p>In on-grade-level texts:</p> <ul style="list-style-type: none"> Student demonstrates fluent reading in on-grade-level text. Student reads accurately. Student uses phrases to read longer sentences. Student attends to some internal punctuation and most ending punctuation. Expression is matched to text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> Student demonstrates fluent reading of above-level text. Reading is fluid and accurate. Student attends to and uses phrasing to read longer and more complex sentences. Student attends to internal and ending punctuation. Expression supports understanding.

Reads with comprehension: Literal				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	<ul style="list-style-type: none"> Student demonstrates little or no understanding of nonfiction texts. Student demonstrates a weak understanding of fictional texts. Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text. Student does not apply target grade-level comprehension skills. Student asks and answers a few literal questions. Literal retelling and responses from Level P texts or below. 	<ul style="list-style-type: none"> Student demonstrates a partial literal understanding of nonfiction texts. Student demonstrates a partial understanding of fictional texts. Retelling and responses to below-grade-level texts include some relevant details that are stated in the text. Student identifies and minimally describes some story elements. Student inconsistently uses text features and applies skill. Student asks and answers some literal questions. Literal retelling and responses from Level Q, R, or S texts. 	<ul style="list-style-type: none"> Student demonstrates a literal understanding of grade-level nonfiction and fictional texts. Retelling and responses identify relevant ideas and details stated in the text. Student uses text features and applies target grade-level skills Student asks and answers literal questions to uncover stated main ideas, details, and the author's purpose of the text and sections of the text. Student identifies the genres of stories read. Student cites specific support to assist in interpretation of text. Literal retelling and responses from Level T texts. 	<p>In above grade-level texts:</p> <ul style="list-style-type: none"> Student demonstrates a thorough literal understanding of above-grade-level nonfiction and fictional texts. Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. Student describes, compares, and explains story structure, elements, and how they change across the text. Student analyzes text features and applies above-grade-level skills. Student asks and answers literal questions to identify main ideas, relevant details, the author's purpose, and author's message within sections of the text and in two related texts. Student cites specific support to assist in interpretation of text.

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				<ul style="list-style-type: none"> • Literal retelling and responses from Level U or above texts.
2 nd	<ul style="list-style-type: none"> • Student demonstrates little or no understanding of nonfiction texts. • Student demonstrates a weak understanding of fictional texts • Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text. • Student does not apply target grade-level comprehension skills. • Student asks and answers a few literal questions. • Literal retelling and responses from Level Q texts or below. 	<ul style="list-style-type: none"> • Student demonstrates a partial literal understanding of nonfiction texts. • Student demonstrates a partial understanding of fictional texts. • Retelling and responses to below-grade-level texts include some relevant details that are stated in the text. • Student identifies and minimally describes some story elements. • Student inconsistently uses text features and applies skill. • Student asks and answers some literal questions. • Literal retelling and responses from Level R, S, or T texts. 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of grade-level nonfiction and fictional texts. • Retelling and responses identify relevant ideas and details stated in the text. • Student uses text features and applies target grade-level skills. • Student asks and answers literal questions to uncover stated main ideas, details, and the author's purpose of the text and sections of the text. • Student identifies the genres of stories read. • Literal retelling and responses from Level U texts. • Student cites specific support to assist in interpretation of text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates a thorough literal understanding of nonfiction and fictional texts. • Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. • Student describes, compares, and explains story structure, elements, and how they change across the text. • Student analyzes text features and applies above-grade-level skills. • Student asks and answers literal questions to identify main ideas, relevant details, the author's purpose, and author's message within sections of the text and in two related texts. • Student cites specific support to assist in interpretation of text. • Literal retelling and responses from Level V or above texts.
3 rd	<ul style="list-style-type: none"> • Student demonstrates little or no understanding of nonfiction texts. • Student demonstrates a weak understanding of fictional texts • Retelling and responses of below-grade-level texts include a few minor and unrelated details that are stated in the text. • Student does not apply target grade-level comprehension skills. • Student asks and answers a few literal questions. 	<ul style="list-style-type: none"> • Student demonstrates a partial literal understanding of nonfiction texts. • Student demonstrates a partial understanding of fictional texts. • Retelling and responses to below-grade-level texts include some relevant details that are stated in the text. • Student identifies and minimally describes some story elements. • Student inconsistently uses text features and applies skill. • Student asks and answers some 	<ul style="list-style-type: none"> • Student demonstrates a literal understanding of grade-level nonfiction and fictional texts. • Retelling and responses identify relevant ideas and details stated in the text. • Student uses text features and applies target grade-level skills. • Student asks and answers literal questions to uncover stated main ideas, details, and the author's purpose of the text and sections of the text. • Student identifies the genres of stories read. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates a thorough literal understanding of nonfiction and fictional texts. • Retelling and responses explain and extend thinking about relevant ideas and details stated in the text. • Student describes, compares, and explains story structure, elements, and how they change across the text. • Student analyzes text features and applies above-grade-level skills. • Student asks and answers literal

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	<ul style="list-style-type: none"> • Literal retelling and responses from Level R text or below. 	<p>literal questions.</p> <ul style="list-style-type: none"> • Literal retelling and responses from Level S, T, or U texts. 	<ul style="list-style-type: none"> • Literal retelling and responses from Level V texts. • Student cites specific support to assist in interpretation of texts. 	<p>questions to identify main ideas, relevant details, the author's purpose, and author's message Within sections of the text and in two related texts.</p> <ul style="list-style-type: none"> • Student cites specific support to assist in interpretation of text. • Literal retelling and responses from Level W or above texts.
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Reads with comprehension: Metacognitive				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	<ul style="list-style-type: none"> • Student demonstrates a weak inferential understanding of below-grade-level texts. • Student makes a few relevant predictions or inferences. • Student does not find or use clues to identify implied ideas and information. • Inferential retelling and responses from level P texts or below. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of below-grade-level texts. • Student finds some text-based clues. • Student explains a few implied ideas. • Student makes some relevant connections, predictions and inferences. • Student applies some inferential thinking skills • Inferential retelling and responses from Level Q, R, or S texts. 	<ul style="list-style-type: none"> • Student demonstrates inferential understanding of grade-level texts. • Student finds and uses text-based clues to uncover and explain implied or partially stated ideas. • Student makes relevant inferences and draws conclusions to analyze text. • Student applies inferential thinking skills and evaluates stated ideas in texts. • Inferential retelling and responses from Level T texts. • Student cites specific support to assist in interpretation of higher level text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates insightful inferential understanding. • Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated or confusing ideas in the text. • Student evaluates ideas and information that are implied or partially stated. • Student applies above-grade-level inferential thinking skills. • Student cites specific support to assist in interpretation of higher level questions with increasing depth. • Inferential retelling and responses from Level U or above texts.
2 nd	<ul style="list-style-type: none"> • Student demonstrates a weak inferential understanding of below-grade-level texts. • Student makes a few relevant predictions or inferences. • Student does not find or use clues to identify implied ideas and information. • Inferential retelling and 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of below-grade-level texts. • Student finds some text-based clues. • Student explains a few implied ideas. • Student makes some relevant connections, predictions and 	<ul style="list-style-type: none"> • Student demonstrates inferential understanding of grade-level texts. • Student finds and uses some text-based clues to uncover and explain implied or partially stated ideas. • Student makes relevant inferences and draws conclusions to analyze text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates insightful inferential understanding. • Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated or confusing ideas in the text. • Student evaluates ideas and

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	responses from Level Q texts or below.	<p>inferences.</p> <ul style="list-style-type: none"> • Student applies some inferential thinking skills. • Inferential retelling and responses from Level R, S, or T texts. 	<ul style="list-style-type: none"> • Student applies inferential thinking skills and evaluates stated ideas in texts. • Inferential retelling and responses from Level U texts. • Student cites specific support to assist in interpretation of higher level text. 	<p>information that are implied or partially stated.</p> <ul style="list-style-type: none"> • Student applies above-grade-level inferential thinking skills. • Student cites specific support to assist in interpretation of higher level questions with increasing depth. • Inferential retelling and responses from Level V or above text.
3 rd	<ul style="list-style-type: none"> • Student demonstrates a weak inferential understanding of below-grade-level texts. • Student makes a few relevant predictions or inferences. • Student does not find or use clues to identify implied ideas and information. • Inferential retelling and responses from Level R texts or below. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of below-grade-level texts. • Student finds some text-based clues. • Student explains a few implied ideas. • Student makes some relevant connections, predictions and inferences. • Student applies some inferential thinking skills. • Inferential retelling and responses from Level S, T, or U texts. 	<ul style="list-style-type: none"> • Student demonstrates some inferential understanding of grade-level texts. • Student finds and uses text-based clues to uncover and explain implied or partially stated ideas. • Student makes relevant inferences and draws conclusions to analyze text. • Student applies inferential thinking skills and evaluates stated ideas in text. • Inferential retelling and responses from Level V texts. • Student cites specific support to assist in interpretation of higher level text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student demonstrates insightful inferential understanding. • Student makes insightful inferences, draws conclusions, and makes generalizations to analyze implied, partially stated or confusing ideas in the text. • Student evaluates ideas and information that are implied or partially stated. • Student applies above-grade-level inferential thinking skills. • Student cites specific support to assist in interpretation of higher level questions with increasing depth. • Inferential retelling and responses from Level W or above texts.

Include supportive evidence from the text in written responses				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student's written response reflects little understanding of the text read and contains little text evidence.	Student's written response reflects a literal understanding of the text read, supported by some text evidence.	Student's written response reflects literal and inferential understanding of the text read, with text evidence.	Student's written response reflects an interpretive, deeper meaning of the text read, supported by text evidence.

Uses Readers Notebook/mini-lessons/conferences to develop skills				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard

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ALL	Student <u>does not use</u> Readers Notebook, mini-lessons, or conferences as tools to develop reading skills and develop reading skills taught in units of study	Student <u>rarely uses</u> Readers Notebook, mini-lessons, and conferences as tools to develop reading skills taught in units of study.	Student uses Readers Notebook, mini-lessons, and conferences as tools to develop grade-level appropriate reading skills taught in units of study	Student uses Reader's Notebook <u>and applies</u> mini-lessons and conferences as tools to expand on sophisticated reading ideas. Student consistently applies reading skills taught in units of study independently.
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LANGUAGE ARTS LITERACY: Writing

Writes independently				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
All	<ul style="list-style-type: none"> Student does not achieve grade level writing success in a variety of time frames, tasks, and purposes. Student generally achieves a score of 1 or less on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric. 	<ul style="list-style-type: none"> Student in-consistently achieves grade level writing success in a variety of time frames, tasks, and purposes. Student generally achieves a score of 2 on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric. 	<ul style="list-style-type: none"> Student consistently achieves grade level writing success in a variety of time frames, tasks, and purposes. Student consistently achieves a score of 3 on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric. 	<ul style="list-style-type: none"> Student consistently exceeds grade level writing success in a variety of time frames, tasks, and purposes. Student consistently achieves a score of 4 on both formal and informal writing assessments scored according to the appropriate grade level, genre-specific rubric.

Demonstrates stamina during independent writing				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	<ul style="list-style-type: none"> Student is unable to write independently for 30 minutes. 	<ul style="list-style-type: none"> Student is approaching an independent writing stamina of 30 minutes. 	<ul style="list-style-type: none"> Student can consistently write independently for 30 minutes. 	<ul style="list-style-type: none"> Student consistently writes independently for more than 30 minutes.
2 nd	<ul style="list-style-type: none"> Student is unable to write independently for 35 minutes. 	<ul style="list-style-type: none"> Student is approaching an independent writing stamina of 35 minutes. 	<ul style="list-style-type: none"> Student can consistently write independently for 35 minutes. 	<ul style="list-style-type: none"> Student consistently writes independently for more than 35 minutes.
3 rd	<ul style="list-style-type: none"> Student is unable to write independently for more than 35 minutes. 	<ul style="list-style-type: none"> Student is approaching an independent writing stamina of more than 35 minutes 	<ul style="list-style-type: none"> Student can consistently write independently for more than 35 minutes. 	<ul style="list-style-type: none"> Student consistently writes independently for more than 40 minutes.

Writes with organization, focus, and clarity				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> Student does not use an organizational pattern or format relevant to units of study. 	<ul style="list-style-type: none"> Student uses some organizational patterns and formats relevant to units of study. 	<ul style="list-style-type: none"> Student uses organizational patterns relevant to units of study. Student generates, supports, and 	<ul style="list-style-type: none"> Student chooses and uses varied organizational patterns and formats that are well-suited to units of study.

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	<ul style="list-style-type: none"> • Student does not generate or rarely generates, supports, or elaborates on ideas for writing from personal experience, informational text, or imagined experiences. • Beginnings and endings are either not relevant or very weak. • Few ideas are in logical order. • Student uses few complete sentences. 	<ul style="list-style-type: none"> • Student uses some supports and elaborates on ideas for writing from personal experience, informational text, or imagined experiences. • Student uses a brief beginning or ending. • Some ideas are in logical order. • Student uses some complete sentences. • Student uses few compound or complex sentences. 	<p>elaborates on ideas for writing from personal experience, informational text, or imagined experiences.</p> <ul style="list-style-type: none"> • Student uses relevant beginning, middle, and conclusion. • Ideas are organized in logical order. • Student uses complete simple and compound sentences. • Sentences are organized into well-ordered paragraphs. • Student uses some transition words to connect idea. 	<ul style="list-style-type: none"> • Student uses an engaging introduction, body or middle, and conclusion. • Ideas are organized in logical order. • Student uses complete simple, compound, and complex sentences. • Sentences are organized into well-ordered paragraphs and sections. • Student uses transition words to connect sentences and paragraphs.
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Elaborates by using details and descriptions				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> • Student uses simple, below-grade-level vocabulary • Student repeats words and phrases. • Student's writing reveals little of the writer's feeling or personality • Tone or style of writing is not evident. 	<ul style="list-style-type: none"> • Student uses some grade-level vocabulary. • Student's writing reveals some of the writer's feelings or personality. • Student uses some words, phrases, or other techniques to partially reveal tone and style. • Expression and style may be partially appropriate to the genre. 	<ul style="list-style-type: none"> • Student uses grade-level vocabulary that is appropriate. • Student uses words that are specific, interesting, and vivid. • Word choice and expression are appropriate to the genre or topic. • Student uses figurative language. • Student's writing maintains consistency in style and tone, as taught in units of study. 	<ul style="list-style-type: none"> • Student tries out and uses interesting and sophisticated above-grade-level vocabulary. • Student chooses and uses words and phrases that are specific, interesting, and vivid. • Student uses figurative language. • The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing.

Uses Writers Notebook/mini-lessons/conferences to develop skills				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student does not use Writers Notebook, mini-lessons, or conferences as tools to collect and expand on ideas and develop writing skills taught in units of study.	Student rarely uses Writers Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop writing skills taught in units of study.	Student uses Writers Notebook, mini-lessons, and conferences as tools to collect and expand on ideas and develop grade-appropriate writing skills taught in units of study.	Student uses Writer's Notebook, and applies mini-lessons and conferences as tools to collect and expand on sophisticated ideas. Student consistently applies writing skills taught in units of study, independently.

Applies narrative/informational/literary/opinion techniques				
Trimester	N- Not meeting	A-Approaching Standard	M- Meets Standard	E-Exceeds Standard

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All	<ul style="list-style-type: none"> • Student writing does not show application of craft techniques specific to the appropriate writing genre or current writing unit of study. • Student writing does not meet grade level learning progression descriptors. 	<ul style="list-style-type: none"> • Student writing shows inconsistent application of craft techniques specific to the appropriate writing genre and current writing unit of study. • Student writing does not consistently meet grade level learning progression descriptors. 	<ul style="list-style-type: none"> • Student writing shows consistent application of craft techniques specific to the appropriate writing genre and current writing unit of study. • Student writing consistently meets grade level learning progression descriptors. 	<ul style="list-style-type: none"> • Student writing shows sophisticated application of craft techniques specific to the appropriate writing genre and current writing unit of study. • Student writing consistently meets above grade level learning progression descriptors.
Applies rules of grammar, usage, and mechanics				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> • Sentence structure (simple, compound, and complex sentences); corrects fragments and run-ons. • Commas before conjunctions in compound sentences. • Commas to separate an introductory element, set off works yes or no, set off a tag questions from the rest of a sentence and to indicate a direct address. • Capitalization (proper nouns/adjectives, official titles, family members). • Pronoun usage (relative pronouns). • Quotation marks (dialogue). • Order adjectives within sentences according to conventional patterns. • Form and use prepositional phrases. 	<p>Student is beginning to apply correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> • Sentence structure (simple, compound, and complex sentences). • Commas before conjunctions in compound sentences. • Commas to separate an introductory element, set off works yes or no, set off a tag questions from the rest of a sentence and to indicate a direct address. • Capitalization (proper nouns/adjectives, official titles, family members). • Pronoun usage (relative pronouns). • Quotation marks (dialogue). • Order adjectives within sentences according to conventional patterns. • Form and use prepositional phrases. 	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> • Sentence structure (simple, compound, and complex sentences; recognizes fragments and run-ons). • Commas before conjunctions in compound sentences. • Commas to separate an introductory element, set off works yes or no, set off a tag questions from the rest of a sentence and to indicate a direct address. • Capitalization (proper nouns/adjectives, official titles, family members). • Pronoun usage (relative pronouns). • Quotation marks (dialogue). • Order adjectives within sentences according to conventional patterns. • Form and use prepositional phrases. 	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills independently</p>
2 nd	<p>Student rarely applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> • Sentence structure 	<p>Student is beginning to apply correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> • Sentence structure 	<p>Student applies correct grade-level grammar usage, including:</p> <ul style="list-style-type: none"> • Sentence structure 	<p>Student consistently applies above-grade-level grammar, usage, and mechanics skills independently</p>

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	(combined/uncombined sentences, sequencing for clarity, prepositional phrases). <ul style="list-style-type: none"> • New paragraphs (dialogue, setting, separate topics, topic changes). • Capitalization (titles, pronoun "I", proper nouns and adjectives, first word in direct quote). • Quotation marks (quotes from text). • Parts of speech (concrete noun use, abstract nouns, adverbs). • Precise word choice 	(combined/uncombined sentences, sequencing for clarity, prepositional phrases). <ul style="list-style-type: none"> • New paragraphs (dialogue, setting, separate topics, topic changes). • Capitalization (titles, pronoun "I", proper nouns and adjectives, first word in direct quote). • Quotation marks (quotes from text). • Parts of speech (concrete noun use, abstract nouns, adverbs). • Precise word choice. 	(combined/uncombined sentences, sequencing for clarity, prepositional phrases). <ul style="list-style-type: none"> • New paragraphs (dialogue, setting, separate topics, topic changes). • Capitalization (titles, pronoun "I", proper nouns and adjectives, first word in direct quote). • Quotation marks (quotes from text). • Parts of speech (concrete noun use, abstract nouns, adverbs). • Precise word choice. 	
3 rd	Student rarely applies correct grade-level grammar usage, including: <ul style="list-style-type: none"> • Sentence structure (dashes/colons, elaboration, punctuation for effect). • New paragraphs (speaker changes). • Quotation marks (direct quote). • Parts of speech (subject/object pronouns, adverbs, all verb tenses, conjunctions, propositions, and interjections). 	Student is beginning to apply correct grade-level grammar usage, including: <ul style="list-style-type: none"> • Sentence structure (dashes/colons, elaboration, punctuation for effect). • New paragraphs (speaker changes). • Quotation marks (direct quote). • Parts of speech (subject/object pronouns, adverbs, all verb tenses, conjunctions, propositions, and interjections). 	Student applies correct grade-level grammar usage, including: <ul style="list-style-type: none"> • Sentence structure (dashes/colons, elaboration, punctuation for effect). • New paragraphs (speaker changes). • Quotation marks (direct quote). • Parts of speech (subject/object pronouns, adverbs, all verb tenses, conjunctions, propositions, and interjections). 	Student consistently applies above-grade-level grammar, usage, and mechanics skills independently

Learns and applies spelling patterns				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> • Student rarely uses reference materials as needed to support correct spelling in written work. • Student rarely applies patterns and generalizations to spell words correctly. 	<ul style="list-style-type: none"> • Student is beginning to use reference materials as needed to support correct spelling in written work. • Student is beginning to apply patterns and generalizations to spell words correctly. 	<ul style="list-style-type: none"> • Student uses reference materials as needed to support correct spelling in written work. • Student applies patterns and generalizations to spell words correctly. 	Student consistently applies patterns and generalizations above grade level to spell words correctly in written work.

Applies revision and editing strategies

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Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student rarely rereads or revises writing	<ul style="list-style-type: none"> Student sometimes rereads and revises part of writing. Student may add or delete a few words to support meaning of part of writing Student requires teacher and/or support 	<ul style="list-style-type: none"> Student rereads whole text and parts of text for revision. Student analyzes writing and adds, deletes, moves, and substitutes words to support meaning and organization. Student moves sentences to support organization, as taught in teacher-modeled lesson. 	<ul style="list-style-type: none"> Student rereads and revises whole text and parts of text periodically during and after drafting. Student evaluates writing and rearranges and substitutes words, phrases, and sentences to enhance meaning and organization. Student independently explains how revision improves writing.

Applies writing skills across the curriculum				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student rarely or never applies writing skills in other curricular areas when appropriate	Student sometimes applies writing skills in other curricular areas when appropriate	Student applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate	Student consistently applies writing skills (generates ideas; organizes ideas and writes fluently; applies revision skills; applies grammar, usage, spelling, and mechanics) in other curricular areas when appropriate.

LANGUAGE ARTS LITERACY: Listening and Speaking

Expresses ideas clearly and effectively				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> Student rarely uses grade-appropriate academic vocabulary Student rarely uses grade-appropriate conventions of standard English grammar and usage Student rarely makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> Student occasionally uses grade-appropriate academic vocabulary Student occasionally uses grade-appropriate conventions of standard English grammar and usage Student occasionally makes effective choices about language and sentence structure for meaning and style. 	<ul style="list-style-type: none"> Student consistently uses grade-appropriate academic vocabulary Student consistently uses grade-appropriate conventions of standard English grammar and usage Student consistently makes effective choices about language and sentence structure for meaning and style. 	Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.

Demonstrates listening skills for information and understanding				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard

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ALL	<ul style="list-style-type: none"> • Student rarely reports on events, topics, or text in an organized manner. • Student rarely poses or responds to questions or builds on the ideas of previous speakers. • Student rarely acknowledges new information provided by others or incorporates it into his/her own thinking as appropriate. 	<ul style="list-style-type: none"> • Student occasionally reports on events, topics, or text in an organized manner. • Student occasionally poses and responds to questions, and builds on the ideas of previous speakers. • Student occasionally acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. 	<ul style="list-style-type: none"> • Student consistently reports on events, topics, or text in an organized manner. • Student consistently poses and responds to questions, and builds on the ideas of previous speakers. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate. 	Student has achieved grade-level expectations, and draws conclusions based on the ideas of others and incorporates them into his/her own thinking as appropriate.
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Participates in group discussions actively and appropriately

Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	<ul style="list-style-type: none"> • Student rarely engages in group discussions. • Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student rarely asks for clarification and further explanation as needed. • Student rarely extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student occasionally engages in group discussions. • Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student occasionally asks for clarification and further explanation as needed. • Student occasionally extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages and extends in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.

Paraphrases key information presented in various forms and subject areas

Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student can rarely paraphrase key information or ideas presented graphically, visually, orally, or multimodal.	Student can occasionally paraphrase key information or ideas presented graphically, visually, orally, or multimodal.	Student can consistently paraphrase key information or ideas presented graphically, visually, orally, or multimodal.	Student has achieved grade-level expectations and extends details to support ideas presented graphically, visually, orally, or multimodal.

MATHEMATICS

Uses place value system appropriately				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	Student demonstrates proficiency in at most 1 standard without teacher help	Student demonstrates proficiency on any two standards without teacher help	Student demonstrates proficiency on all three of the following standards without teacher help: NBT.2a - Explain patterns in the number of zeroes of the product when multiplying a number by powers of 10 NBT.2b - Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. NBT.2c - Use whole-number exponents to denote powers of 10.	Student is proficient on all three standards and demonstrates in-depth inferences and applications that go beyond what was taught
2 nd	Student demonstrates proficiency in at most 4 standards without teacher help	Student demonstrates proficiency on any 5 or 6 standards without teacher help	Student demonstrates proficiency on all of the following 7 standards without teacher help: NBT.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. NBT.2a - Explain patterns in the number of zeroes of the product when multiplying a number by powers of 10 NBT.2b - Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. NBT.2c - Use whole-number exponents to denote powers of 10. NBT.3a - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1$	Student is proficient on all 7 standards and demonstrates in-depth inferences and applications that go beyond what was taught

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			<p>$+ 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>NBT.3b - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>NBT.4 - Use place value understanding to round decimals to any place.</p>	
3 rd	Student demonstrates proficiency in at most 4 standards without teacher help	Student demonstrates proficiency on any 5 or 6 standards without teacher help	<p>Student demonstrates proficiency on all of the following 7 standards without teacher help:</p> <p>NBT.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>NBT.2a - Explain patterns in the number of zeroes of the product when multiplying a number by powers of 10</p> <p>NBT.2b - Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.</p> <p>NBT.2c - Use whole-number exponents to denote powers of 10.</p> <p>NBT.3a - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>NBT.3b - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	Student is proficient on all 7 standards and demonstrates in-depth inferences and applications that go beyond what was taught

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			NBT.4 - Use place value understanding to round decimals to any place.	
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Understands addition and subtraction of decimals				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	NA	NA	NA	NA
2 nd	Student cannot demonstrate proficiency on any part of the standard without teacher help	Student demonstrates proficiency in the first part of the standard, (adding and subtracting decimals to hundredths place), but needs teacher help with remaining part(s) of standard	Student demonstrates proficiency on the entire following standard without teacher help: NBT.7 - Add, 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.	Student is proficient on the standard and demonstrates in-depth inferences and applications that go beyond what was taught
3 rd	Student cannot demonstrate proficiency on any part of the standard without teacher help	Student demonstrates proficiency in the first part of the standard, (adding and subtracting decimals to hundredths place), but needs teacher help with remaining part(s) of standard	Student demonstrates proficiency on the entire following standard without teacher help: NBT.7 - Add, 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.	Student is proficient on the standard and demonstrates in-depth inferences and applications that go beyond what was taught

Understands multiplication and division of whole numbers/decimals				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	Student demonstrates proficiency in at most 1 standard without teacher help	Student demonstrates proficiency on any two standards without teacher help	Student demonstrates proficiency on all three following standards without teacher help: NBT.5 - Fluently multiply multi-digit	Student is proficient on all three standards and demonstrates in-depth inferences and applications that go beyond what was taught

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			<p>whole numbers using the standard algorithm</p> <p>NBT.6a - 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.</p> <p>NBT.6b - Illustrate and explain the calculation in NBT.6a, by using equations, rectangular arrays, and/or area models.</p>	
2 nd	Student demonstrates proficiency in at most 1 standard without teacher help	Student demonstrates proficiency on any two standards without teacher help	<p>Student demonstrates proficiency on all three of the following standards without teacher help:</p> <p>NBT.5 - Fluently multiply multi-digit whole numbers using the standard algorithm</p> <p>NBT.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.</p> <p>NBT.7 - Add, subtract, 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.</p>	Student is proficient on all three standards and demonstrates in-depth inferences and applications that go beyond what was taught
3 rd	Student cannot demonstrate proficiency in either standard without teacher help	Student demonstrates proficiency in only 1 of the standards without teacher help	Student demonstrates proficiency on both of the following standards without teacher help:	Student is proficient on both standards and demonstrates in-depth inferences and applications that go

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			<p>NBT.5 - Fluently multiply multi-digit whole numbers using the standard algorithm</p> <p>NBT.7 - Add, subtract, 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.</p>	beyond what was taught
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Understands addition and subtraction of fractions				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	Student demonstrates proficiency in at most 1 standard without teacher help	Student demonstrates proficiency on any two standards without teacher help	<p>Student demonstrates proficiency on all three of the following standards without teacher help:</p> <p>NF.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</p> <p>NF.2a - 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.</p> <p>NF.2b - Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers to standard 2a.</p>	Student is proficient on all three standards and demonstrates in-depth inferences and applications that go beyond what was taught

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2 nd	Student demonstrates proficiency in at most 1 standard without teacher help	Student demonstrates proficiency on any two standards without teacher help	Student demonstrates proficiency on all three of the following standards without teacher help: NF.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 NF.2a - 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. NF.2b - Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers to standard 2a.	Student is proficient on all three standards and demonstrates in-depth inferences and applications that go beyond what was taught
3 rd	NA	NA	NA	NA

Understands multiplication and division of fractions				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	NA	NA	NA	NA
2 nd	NA	NA	NA	NA
3 rd	Student demonstrates proficiency in at most 6 standards without teacher help	Student demonstrates proficiency on any 7 or 8 standards without teacher help	Student demonstrates proficiency on all of the following 9 standards without teacher help: NF.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. NF.4a - Interpret the product $(a/b) \times q$ as a parts of a partition of q into b	Student is proficient on all 9 standards and demonstrates in-depth inferences and applications that go beyond what was taught

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			<p>equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p>NF.4b - 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</p> <p>NF.5a - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>NF.5b - 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.</p> <p>NF.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</p> <p>NF.7a - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem</p> <p>NF.7b - Interpret division of a whole number by a unit fraction, and compute such quotients</p>	
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			NF.7c - . 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.	
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Demonstrates an understanding of measurement and data				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	Student demonstrates proficiency in at most 3 standards without teacher help	Student demonstrates proficiency on any 4 or 5 standards without teacher help	<p>Student demonstrates proficiency on all of the following 6 standards without teacher help:</p> <p>MD.2 - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p> <p>MD.3 - Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ul style="list-style-type: none"> a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. <p>MD.4 - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.</p> <p>MD.5a - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is</p>	Student is proficient on all 6 standards and demonstrates in-depth inferences and applications that go beyond what was taught

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			<p>the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.</p> <p>MD.5b - Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>MD.5c - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>	
2 nd	NA	NA	NA	NA
3 rd	Student cannot demonstrate proficiency in either standard without teacher help	Student demonstrates proficiency in only 1 of the standards without teacher help	<p>Student demonstrates proficiency on both of the following standards without teacher help:</p> <p>MD.1a - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m)</p> <p>MD.1b - Use the conversions in MD.1a, in solving multi-step, real world problems.</p>	Student is proficient on both standards and demonstrates in-depth inferences and applications that go beyond what was taught

Learns and applies knowledge of Geometry				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	NA	NA	NA	NA
2 nd	Student demonstrates proficiency in at most 1 standard without teacher help	Student demonstrates proficiency on any two standards without teacher help	<p>Student demonstrates proficiency on all three of the following standards without teacher help:</p> <p>G.1 - Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the</p>	Student is proficient on all three standards and demonstrates in-depth inferences and applications that go beyond what was taught

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			<p>intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond</p> <p>G.2a - . Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane</p> <p>G.2b - Interpret coordinate values of points in the context of the situation.</p>	
3 rd	Student cannot demonstrate proficiency in either standard without teacher help	Student demonstrates proficiency in only 1 of the standards without teacher help	<p>Student demonstrates proficiency on both of the following standards without teacher help:</p> <p>G.3 - Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p>G.4 - Classify two-dimensional figures in a hierarchy based on properties</p>	Student is proficient on both standards and demonstrates in-depth inferences and applications that go beyond what was taught
Learns and applies mathematical operations and algebraic thinking				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
1 st	Student demonstrates proficiency in at most 1 standard without teacher help	Student demonstrates proficiency on any two standards without teacher help	<p>Student demonstrates proficiency on all three of the following standards without teacher help:</p> <p>OA.1 - . Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these</p>	Student is proficient on all three standards and demonstrates in-depth inferences and applications that go beyond what was taught

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			<p>symbols.</p> <p>OA.2a - . Write simple expressions that record calculations with numbers</p> <p>OA.2b - Interpret numerical expressions without evaluating them.</p>	
2 nd	Student demonstrates proficiency in at most 1 standard without teacher help	Student demonstrates proficiency on any two standards without teacher help	<p>Student demonstrates proficiency on all three of the following standards without teacher help:</p> <p>OA.1 - . Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>OA.2 - Write simple expressions that record calculations with numbers or interpret numerical expressions without evaluating them</p> <p>OA.3 - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p>	Student is proficient on all three standards and demonstrates in-depth inferences and applications that go beyond what was taught
3 rd	Student cannot demonstrate proficiency in either standard without teacher help	Student demonstrates proficiency in only 1 of the standards without teacher help	<p>Student demonstrates proficiency on both of the following standards without teacher help:</p> <p>OA.2a- . Write simple expressions that record calculations with numbers</p> <p>OA.2b - Interpret numerical expressions without evaluating them.</p>	Student is proficient on both standards and demonstrates in-depth inferences and applications that go beyond what was taught

SCIENCE

Demonstrates knowledge of facts and understanding of concepts				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard

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ALL	Student is rarely able to demonstrate understanding of content vocabulary and key concepts.	Student is beginning to demonstrate understanding of content vocabulary and key concepts.	Student demonstrates understanding of content vocabulary and key concepts.	Student consistently and independently extends understanding through application to real-life situations.
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Applies knowledge to solve scientific investigations				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student is rarely able to use scientific process to conduct investigations and communicate observations.	Student is beginning to learn through discovery. Student sometimes uses scientific process to conduct investigations and communicate observations.	Student learns through discovery. Student consistently uses scientific process to conduct investigations and communicate observations.	Student consistently and independently extends scientific understanding to problem-solving situations and/or applications to real-life situations.

SOCIAL STUDIES

Demonstrates knowledge of facts and understanding of concepts				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	The student demonstrates little understanding of facts or concepts.	The student can summarize or demonstrate an understanding of the concept. The student can explain the concept showing an understanding of some of the connections to the subject matter currently being taught. The student uses mostly relevant facts and usually shows understanding through descriptions, explanations and examples though they may be basic or superficial.	The student can analyze predictions and arguments using the concept and supporting evidence in order to make choices or explain courses of action. The student can draw inferences that show an understanding of the connections the concept has to the subject matter. The student uses relevant facts to show understanding through accurate descriptions, explanations and examples.	The student can evaluate concepts in order to make reasonable and defensible predictions. The student will transfer concepts and make connections independently. The student uses detailed relevant facts to show understanding through accurate and precise descriptions, explanations and examples.

Applies knowledge to classroom discussions and activities				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	The student communicates information that may not be relevant to the topic. The student expresses their ideas in a way that is unclear and imprecise.	The student communicates information that is mostly relevant to the topic. The student expresses ideas in a way that is occasionally unclear or inappropriate. The student	The student communicates information that is relevant to the topic. The student expresses ideas clearly. The student uses a structure appropriate to the task and sequences the content logically.	The student communicates information that is always relevant to the topic. The student expresses in a clear, concise, effective, and possibly creative manner. The student organizes information into a well-

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		attempts to structure and sequence the work but is not always successful.		developed and logical sequence.
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ART

Demonstrates appropriate skill development.				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
2 nd	Student rarely applies the use of elements of art and basic media in his/her artwork.	Student is beginning to understand and apply the use of elements of art and basic media in his/her artwork.	Student understands and applies the use of the elements of art and basic media in his/her artwork most of the time.	Student understands and consistently applies the use of elements of art and their basic media in his/her artwork.
3 rd	Students rarely uses tools appropriate to the production of work of art in a variety of art media.	Student is learning how to use tools appropriate to the production of works of art in a variety of art media.	Student uses the tools appropriate to the production of work of art in a variety of art media most of the time.	Student consistently uses tools appropriate to the production of works of art in a variety of art media.

Participates and demonstrates effort.				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
All	<ul style="list-style-type: none"> Student rarely engages in group discussion. Student rarely asks for clarification and further explanation as needed. Student rarely extends his/her ideas and understanding. 	<ul style="list-style-type: none"> Student occasionally engages in group discussion. Student occasionally asks for clarification and further explanation as needed. Student occasionally extends his/her help and understanding. 	<ul style="list-style-type: none"> Student consistently engages in group discussion most of the time. Student consistently asks for clarification and further explanation as needed most of the time. Student consistently extends his/her ideas and understandings most of the time. 	<ul style="list-style-type: none"> Student consistently engages and extends group discussion Student consistently asks for clarification and further explanation as needed. Student consistently extends his/her ideas and understandings.

MUSIC

Demonstrates appropriate skill development.				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
All	<ul style="list-style-type: none"> Student rarely applies the use of elements of music. Student is unable to identify, notate beat or visually follow rhythmic symbols. 	<ul style="list-style-type: none"> Student is beginning to understand and apply the use of elements of music. Student is learning how to identify, notate beat and visually follow rhythmic symbols. 	<ul style="list-style-type: none"> Student understands and applied the use of the elements of music most of the time. Student identifies, notates beat and visually follows rhythmic symbols most of the time. 	<ul style="list-style-type: none"> Student understands and consistently applies the use of elements of music. Student consistently able to identify, notate beat and visually follows rhythmic symbols.

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Participates and demonstrates effort.				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
All	<ul style="list-style-type: none"> • Student rarely engages in group discussion. • Student rarely asks for clarification and further explanation as needed. • Student rarely extends his/her ideas and understanding. 	<ul style="list-style-type: none"> • Student occasionally engages in group discussion. • Student occasionally asks for clarification and further explanation as needed. • Student occasionally extends his/her help and understanding. 	<ul style="list-style-type: none"> • Student engages in group discussion most of the time. • Student asks for clarification and further explanation as needed most of the time. • Student extends his/her ideas and understandings most of the time. 	<ul style="list-style-type: none"> • Student consistently engages and extends group discussion • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understandings.

PHYSICAL EDUCATION

Demonstrates appropriate skill development				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student rarely demonstrates understanding of skills, movement performance, and physical fitness.	Student demonstrates some understanding of skills, movement performance, and physical fitness.	Student demonstrates a basic understanding of skills, movement performance, and physical fitness.	Student demonstrates an excellent understanding of skills, movement performance, and physical fitness.
Participates and demonstrates effort				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student rarely participates in class activities and is not putting forth effort in class.	Student occasionally participates in activities and is beginning to put forth effort in class.	Student participates and shows his/her best effort.	Student goes above and beyond by always participating and showing his/her best effort in class.
Demonstrates sportsmanship and positive attitude				
Trimester	N - needs support	A - approaching standard	M - meets standard	E - exceeds standard
ALL	Student rarely demonstrates good sportsmanship.	Student occasionally demonstrates good sportsmanship.	Student shows good sportsmanship.	Student always has great sportsmanship and motivates or helps others.