

AASD English Language Arts (ELA) Progress Report Rubric – Fifth Grade (12-2014)

	1 Minimal Progress	2 Progressing Toward	3 Meeting	4 Exceeding
Identifies evidence from the text to support thinking and draw inferences (RL.5.1/RI.5.1)	<i>In a shared reading experience</i> , student <i>may</i> : a. identify important details during and after reading <i>with scaffolding</i> , b. explain explicit ideas from a text, and c. use explicit details, examples, and quotes from the text to make and support inferences.	Student <i>with prompting and support</i> can: a. identify important details during and after reading, b. <i>use original language</i> to explain explicit ideas from a text, and c. use explicit details, examples, and quotes from the text to make and support inferences.	In grade level text (V) , student can: a. identify important details during and after reading, b. use original language to explain explicit ideas from a text, and c. use explicit details, examples, and quotes from the text to make and support inferences.	Student can: a. use explicit details, examples, and quotes from the text to make and support inferences, <i>b. recognize the difference between summarization and analysis of a text, and</i> <i>c. analyze the meaning of a text using strong and Advanced Proficient textual evidence.</i>
Consider Standard and Text Complexity together on sliding scales and where they meet when they “slide” together....				
Reads at grade level (RL.5.10/RI.5.10)			Level V/W	

