### Academic Progress Key:

<table>
<thead>
<tr>
<th>Descriptor(s):</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C = Consistently observed:</strong></td>
<td>4</td>
</tr>
<tr>
<td>This student consistently and independently meets expectations.</td>
<td></td>
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<tr>
<td><strong>G = Generally observed:</strong></td>
<td>3.5</td>
</tr>
<tr>
<td>This student generally meets expectations.</td>
<td></td>
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<tr>
<td><strong>N = Needs prompting:</strong></td>
<td>3</td>
</tr>
<tr>
<td>This student meets expectations with assistance and redirecting.</td>
<td></td>
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<tr>
<td><strong>R = Rarely observed:</strong></td>
<td>2.5</td>
</tr>
<tr>
<td>This student rarely meets expectations.</td>
<td></td>
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<tr>
<td><strong>4 = Exceeding Standards at trimester:</strong></td>
<td>2</td>
</tr>
<tr>
<td>In addition to Score 3 performance, the student demonstrates in-depth inferences and/or applications.</td>
<td></td>
</tr>
<tr>
<td><strong>3.5 = Meeting Standards at trimester:</strong></td>
<td>1</td>
</tr>
<tr>
<td>In addition to Score 3 performance, the student demonstrates partial success at inferences and applications.</td>
<td></td>
</tr>
<tr>
<td><strong>3 = Meeting Standards at trimester:</strong></td>
<td></td>
</tr>
<tr>
<td>The student knows and applies the simple or complex information and/or processes that were explicitly taught.</td>
<td></td>
</tr>
<tr>
<td>There are no major errors or omissions.</td>
<td></td>
</tr>
<tr>
<td><strong>2.5 = Progressing toward Standards at trimester:</strong></td>
<td></td>
</tr>
<tr>
<td>The student knows and can apply simpler details and processes.</td>
<td></td>
</tr>
<tr>
<td>The student demonstrates partial knowledge of the more complex ideas and processes.</td>
<td></td>
</tr>
<tr>
<td><strong>2 = Progressing toward Standards at trimester:</strong></td>
<td></td>
</tr>
<tr>
<td>The student knows simpler details and processes.</td>
<td></td>
</tr>
<tr>
<td>There are major errors or omissions regarding the more complex ideas and processes.</td>
<td></td>
</tr>
<tr>
<td><strong>1 = Below toward Standards at trimester:</strong></td>
<td></td>
</tr>
<tr>
<td>With help, the student demonstrates a partial understanding of some of the simpler and complex details and processes.</td>
<td></td>
</tr>
<tr>
<td><strong>NE = Not Evaluated at this time</strong></td>
<td></td>
</tr>
<tr>
<td><strong>M = Modified</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Work Habits, Study and Social Skills – Behaviors that Promote Learning

- Cooperates and interacts positively with others
- Participates appropriately
- Shows respect for property
- Chooses appropriate times to interact with peers
- Follows directions (written and oral)
- Is prepared with materials and ready to work
- Meets homework requirements
- Organizes workspace and materials
- Makes productive use of class time
- Works independently
- Produces quality work
- Writes legibly
Reading

Literature

Key Ideas and Details:
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Determine a theme from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

Craft and Structure:
- Determine the meaning of figurative language such as metaphors and similes
- Understand structure of a particular story, drama, or poem
- Describe how a narrator’s or speaker’s point of view influences how events are described

Integration of Knowledge and Ideas:
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text and compare and contrast stories in the same genre

Range of Reading and Level of Complexity:
- Read and comprehend literature at grades 5 text complexity independently and proficiently

Reading

Informational Text

Key Ideas and Details:
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts

Craft and Structure:
- Determine the meaning of general academic and domain-specific words and phrases in a text
- Compare and contrast the overall structure or information in two or more texts
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view

Integration of Knowledge and Ideas:
- Draw on information from multiple print or digital sources
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Range of Reading and Level of Complexity:
- Read and comprehend informational texts at grade 5 text complexity independently and proficiently
Reading

**Foundational Skills**

**Phonics and Word Recognition:**
- 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 (e.g., roots and affixes) to read accurately

**Fluency:**
- Read with sufficient accuracy and fluency to support comprehension
- Read grade-level text with purpose and understanding
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

For more information about our expectations, please see the Reading Standards:

www.k12.wa.us/CoreStandards/ELAstandards/pubdocs/CCSSI_ELA_Standards.pdf#9

Writing

**Forms of writing assessed throughout the year**

**Opinion/Argument:** Students build powerful arguments using carefully-weighed evidence, analysis, and rebuttal of counter-claims.

**Informative/Explanatory:** Students write through historical lenses and from primary sources, using writing structures to build focused research reports.

**Narrative:** Students write personal narratives, making purposeful choices about technique, structure and language they use to convey their meaning; Students write memoirs combining essay and narrative structures to convey significant insights and personal themes.

Writing

**Structure**

- Clearly and purposefully organized paragraphs and complete essay; attention-grabbing, effective lead
- Include smooth transitions among and between paragraphs; and intentional ending to connect with main part of the piece
Writing

Development

- Make deliberate word choices using precise phrase, metaphor, or image to convey ideas.
- Intentionally select how to angle evidence to support points.
- Develop characters, setting, and plot throughout his story, especially the heart of the story, using a blend of description, action, dialogue, and thinking.
- Include evidence such as facts, examples, quotations, micro-stories, and information to support claim; discusses and unpacks the way that the evidence went with the claim.
- Explain different aspects of a subject, including a variety of information such as examples, details, dates, and quotes from trusted sources.

Writing

Language/Conventions

See Grade 5 Language/Conventions Standards at www.corestandards.org/ELA-Literacy/L/5
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

For fifth grade writing standards, please see www.corestandards.org/ELA-Literacy/W/5

Oral Communication

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions, pose and respond to specific questions, follow agreed upon rules for discussions; review the key ideas, and summarize points and explain how each claim is supported by reasons and evidence.

Oral Communication

Presentation of Knowledge and Ideas

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.
- Speak clearly at an understandable pace while adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Math

*Numbers and Operations in Base Ten*

- Understand the place value system
- Perform operations with multi-digit whole numbers and with decimals to hundredths

Math

*Operations and Algebraic Thinking*

- Write and interpret numerical expressions
- Analyze patterns and relationships

Math

*Numbers and Operations – Fractions*

- Use equivalent fractions as a strategy to add and subtract fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions

Math

*Measurement and Data*

- Convert like measurement units within a given measurement system
- Represent and interpret data
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Math

*Geometry*

- Graph points on the coordinate plane to solve real-world and mathematical problems
- Classify two-dimensional figures into categories based on their properties

For additional specificity regarding each math strand, please see: www.corestandards.org/Math/Content/5/introduction

Fifth Grade Accelerated Math

*Ratios and Proportional Relationships*

- Understand ratio concepts and use ratio reasoning to solve problems

Fifth Grade Accelerated Math

*The Number System*

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Compute fluently with multi-digit numbers and find common factors and multiples
- Apply and extend previous understandings of numbers to the system of rational numbers
Fifth Grade Mathematics Standards

Fifth Grade Accelerated Math Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables

Fifth Grade Accelerated Math Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume

Fifth Grade Accelerated Math Statistics and Probability

- Develop understanding of statistical variability
- Summarize and describe distributions

For additional specificity regarding each math strand, please see:
www.corestandards.org/Math/Content/6/introduction

Fifth Grade Science Standards

Science Concepts and Inquiry

Student demonstrates understanding and application of scientific concepts and inquiry.
Elementary science teaching and learning is aligned to the Next Generation Science Standards (NGSS): https://www.nextgenscience.org/

Fifth Grade Social Studies Standards

Social Studies Concepts

Student understands and applies main concepts and ideas related to United States History.

Social studies teaching and learning is aligned to the Washington State Social Studies Learning Standards: http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx
## Fifth Grade
### Art Standards

**Art Participation**

### Fifth Grade
### Music Standards

**Music**

**Concepts and Skills**

- Student understands and applies knowledge and skills
- Student demonstrates thinking skills using artistic processes of creating, performing, and responding
- Student communicates through music
- Student makes connections within and across the arts to other disciplines, life, cultures, and work

**Music Participation**

Student exhibits responsible personal and social behavior that respects self and others in musical settings

### Fifth Grade
### Physical Education Standards

**PE Skills**

Student develops fundamental and complex movement skills, as developmentally appropriate

- Locomotor
- Non-Locomotor
- Manipulatives

**PE Sportsmanship**

Student exhibits responsible personal and social behavior that respects self and others in physical activity settings

- Participation
- Attitude