

READING
Measurement Topic: Fluency and Vocabulary Development
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Locating synonyms, antonyms, homophones, homographs, and homonyms in text: <ul style="list-style-type: none"> ○ Using a thesaurus to find the synonyms and antonyms of words • Using less common roots and word parts to analyze the meanings of complex words: <ul style="list-style-type: none"> ○ Using the meaning of prefixes (e.g., con-, dis-, en-, mis- tele- uni-), suffixes (e.g., -ant, -ence, -ment, -ious, -tion), word bases, and inflections to determine meaning (including Greek and Latin roots) ○ Using word origins to determine the meaning of unknown words and phrases (e.g., Herculean task, from the story of Hercules) • Using context clues to define the meaning of unfamiliar words: <ul style="list-style-type: none"> ○ Identifying words using syntactic (grammar) and semantic (meaning) cues ○ Defining the meaning of unfamiliar words by using context clues and the author's use of definition, restatement, and example ○ Recognizing the difference between the connotation and denotation of words • Using reference materials to find the meaning, pronunciation, and derivatives of unfamiliar words (e.g., glossary, dictionary, thesaurus, online sources) • Reading aloud fifth grade-level texts fluently, with appropriate pacing, changes in voice, and expression • Automatically recognizing grade-level sight and frequently used words, steadily increasing the number of words read fluently throughout the year
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2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Semantic ○ Restatement/example ○ Origin/derivation • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Classifying specific words as synonyms, antonyms, homonyms, homophones, or homographs ○ Exemplifying how to use common root words and word parts to determine the meaning of simple words ○ Recognizing when an author uses definition, restatement, and example in text ○ Describing basic characteristics and uses of a thesaurus ○ Recognizing when a selection of text is being read in a monotone
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Comprehension
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying comprehension strategies before, during, and after reading: <ul style="list-style-type: none"> ○ Asking clarifying questions ○ Describing visual images generated by text ○ Making, confirming, and revising predictions (e.g., use prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words and vocabulary, and foreshadowing clues) ○ Previewing text (e.g., skim materials, use pictures, textual clues, and text format) ○ Taking notes and/or use graphic organizers to aid in the comprehension of text ○ Making generalizations ○ Making connections ○ Summarizing important points from texts ○ Reflecting on what has been learned from reading and discuss or write about ideas, opinions, or personal responses to text • Analyzing symbols and themes used in text: <ul style="list-style-type: none"> ○ Comparing and contrasting symbols and themes used in text from different time periods and cultures ○ Explaining how the story may reflect the author’s heritage, traditions, and beliefs ○ Defining <i>theme</i> as the central idea or meaning of a text and recognize common themes that are stated or implied (e.g., friendship, courage, survival) • Determining the author’s point of view or perspective, with evidence from one or more texts (e.g., cultural, social, ethnic, historical)
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Causal relationship ○ Internal vs. external struggle ○ Symbol • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing basic characteristics of specific strategies that can be used before, during, and after reading to help better comprehend text ○ Recognizing symbols and themes from a specific time period or culture in text ○ Recognizing an author’s perspective on an issue in a specific text
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Expository/Informational Text
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using common textual features to locate information (e.g., chapter titles, headings, subheadings, indices, typeface, glossaries, table of contents, timelines, graphs, charts, and diagrams) • Drawing inferences, conclusions, and generalizations and provide supporting evidence from the text: <ul style="list-style-type: none"> ○ Recognizing instances of bias, propaganda (e.g., bandwagon, red herring, loaded words), and stereotyping ○ Identifying missing, unclear, or irrelevant information ○ Comparing and contrasting information about one topic using multiple sources • Locating information in a variety of consumer, workplace, and public documents (e.g., labels, schedules, newspapers, field guides, brochures)
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Index ○ Glossary ○ Bias • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about the basic features and purposes of indices and glossaries ○ Recognizing and recalling accurate information about basic characteristics of propaganda, bias, and stereotyping ○ Recognizing and recalling accurate information about the basic form, features, and purpose of newspapers, bus schedules, and product brochures
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Literary Response and Analysis
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing basic characteristics of literary forms and genres (e.g., rhyming, blank verse, myths, short stories, novellas, science fiction, tall tales, historical fiction, mysteries): <ul style="list-style-type: none"> ○ Recognizing that the same story can be told in different genres, such as novels, poems, or plays • Analyzing basic characteristics of major elements of fiction: <ul style="list-style-type: none"> ○ Explaining how a character’s thoughts, words (dialogue, monologues), and actions reveal his or her motivations ○ Describing the way a character changes or develops in a story using evidence from the text ○ Identifying different character types (e.g., hero, villain, protagonist, antagonist) ○ Identifying basic plot concepts of a story (e.g., main problem or conflict, resolution, cause and effect, climax, sequence of events, foreshadowing) • Analyzing how meaning is conveyed in poetry (e.g., personification, hyperbole, metaphor, symbols, idioms, diction): <ul style="list-style-type: none"> ○ Analyzing the author’s use of rhyme to create interest and repetition for emphasis in poetry • Analyzing common themes that are stated or implied (e.g., friendship, courage, survival)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Blank verse ○ Short story/novella ○ Personification ○ Foreshadowing • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing basic characteristics of rhyming and blank verse, myth, short story, novel, and novella ○ Recognizing and recalling accurate information about basic characteristics of specific major elements of fiction and their effect on character evolution and plot ○ Recognizing and recalling accurate information about how meaning is conveyed in poetry through personification, hyperbole, metaphor, symbols, idioms, and diction ○ Recognizing common themes stated or implied in text
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

WRITING
Measurement Topic: Audience and Purpose
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Maintaining a varied basic portfolio that: <ul style="list-style-type: none"> ○ Includes writing selected by both the student and the teacher ○ Includes literary, informal, informational, interpretive, and responsive writing ○ Includes writing for a specific purpose (to entertain, to inform, to persuade, to explain, to record ideas, or to describe), considers audience, and demonstrates appropriate styles, forms, and type of language ○ Demonstrates personal style and voice in text by using varied sentence types (simple, compound, complex), strong verbs, tone, sensory and figurative language (narrative); precise vocabulary and transitional words (informational)
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Specific purpose ○ Specific audience ○ Tone <p>Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:</p> <ul style="list-style-type: none"> ○ Describing basic purposes for maintaining a varied portfolio
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Drafting and Revising
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying basic prewriting strategies to plan and organize writing (e.g., brainstorming; using graphic organizers such as story maps, Venn diagrams, and webs; note-taking): <ul style="list-style-type: none"> ○ Making a plan for narrative writing (e.g., list of characters, setting, problem and solution, sequences of events) or for informational writing (e.g., main idea or thesis statement, supporting details, conclusion) ○ Drafting compositions with a clear beginning, middle, and end; transitional words and phrases; related ideas grouped by indented paragraphs; supporting details; and a consistent focus • Rereading and revising writing: <ul style="list-style-type: none"> ○ Reviewing and revising writing for meaning, clarity, word choice, organization of ideas, consistent point of view, to elaborate on ideas, to add relevant or delete irrelevant information, or to rearrange sentences ○ Using resources and reference materials (e.g., dictionary, thesaurus) to choose more effective vocabulary ○ Editing own writing and the writing of others to evaluate quality and improve conventions (e.g., grammar, spelling, punctuation, sentence fragments or run-ons, capitalization, paragraphing) using grade-appropriate resources (e.g., a checklist or set of rules, rubrics, and feedback) ○ Publishing a final draft that is legible, error-free, and follows the appropriate format • Using a computer to draft, edit, revise, and publish writing, using tools such as spell check, pull-down menus, the thesaurus, formatting, and print
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Elaboration of ideas ○ Style manual • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about basic strategies that can be used to plan and organize ○ Recognizing information out of sequence in text ○ Describing characteristics of features and tools available in word processors to edit compositions
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Writing Applications
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Writing fictional or nonfictional narratives (e.g., poetry, mystery, tall tale, short story, historical fiction, plays): <ul style="list-style-type: none"> ○ Establishing plot, point of view, and setting ○ Using characterization (hero, villain) and dialogue ○ Using organizing patterns such as chapters or stanzas ○ Showing conflict and resolution ○ Using figurative language and literary devices (e.g., simile, personification, sensory language, rhyme, rhythm) • Writing responses to literature: <ul style="list-style-type: none"> ○ Summarizing the main idea and significant details ○ Offering a judgment and support judgment with references to the text, other texts, authors, and prior knowledge • Writing expository/persuasive compositions: <ul style="list-style-type: none"> ○ Using a topic sentence to make an argument or establish a focus ○ Staying on topic; including simple supporting facts, details, examples, and explanations ○ Focusing on comparing/contrasting ○ Using persuasive language ○ Using several sources for information ○ Having a summarizing conclusion • Making basic distinctions between formal and informal writing: <ul style="list-style-type: none"> ○ Writing formal and informal letters with appropriate conventions (e.g., the date, address, greeting, body, signature and correctly addressed envelope) ○ Writing business letters that use business letter format, state purpose, and make requests or give compliments
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Compare ○ Contrast • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing fictional narratives that use personification ○ Writing basic responses to literature that summarize the main idea and significant details ○ Describing the defining characteristics of comparison/contrast compositions ○ Recognizing correspondence as either formal or informal
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Research and Information Organization
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Forming and defend a basic hypothesis about a research topic: <ul style="list-style-type: none"> ○ Identifying a research topic by listing possible questions, narrowing the focus, and forming a hypothesis ○ Creating written and/or multimedia reports to accept or reject the hypothesis ○ Locating sources and gather relevant information from multiple sources (e.g., school or public libraries, online and electronic resources, newspapers, magazines, interviews, surveys) ○ Supporting ideas with facts, details, explanations, examples, and direct quotes from primary and secondary sources ○ Using dictionaries and encyclopedias as sources for information; use their text features to locate specific information (e.g., key words, guide words, alphabetical and numerical order, indexes, cross references, and letters on volumes) ○ Using direct quotes and acknowledge the sources appropriately ○ Avoiding plagiarism by using an appropriate form of documentation to acknowledge sources (e.g., bibliography, lists of sources) ○ Using maps, charts, graphs, or other graphics to enhance presentation of report

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Hypotheses ○ Supporting evidence ○ Interview • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing basic characteristics of questions that can be answered through research
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

LANGUAGE USAGE
Measurement Topic: Spelling and Language Mechanics
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Spelling high-frequency and grade-appropriate words: <ul style="list-style-type: none"> ○ Demonstrating proper spelling and pronunciation of high-frequency and commonly misspelled words (e.g., a lot, your/you're, which/witch, fill/feel, whose/who's) and commonly confused words (e.g., an/a, rise/raise, sit/set/sat, there/their) • Using common strategies to spell different words: <ul style="list-style-type: none"> ○ Using spelling patterns and rules ○ Using syllable constructions, roots, prefixes, and suffixes ○ Drawing on a variety of resources to find the correct spelling of new, unfamiliar, or difficult words (e.g., dictionaries, glossaries, thesauruses, spell check) • Using punctuation: <ul style="list-style-type: none"> ○ Using commas to separate clauses and set off appositives ○ Using apostrophes for plural possessives ○ Using parentheses and hyphens • Using capitalization (e.g., names of companies, schools and institutions, departments of government, monuments, and works of art) • Using text conventions for titles of various works (e.g., italics, underlining, or quotation marks for various works, including books, magazines, or films) • Writing legibly with cursive writing
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Syllable construction ○ Syllable splitting ○ Appositives • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct spelling of specific grade-appropriate words ○ Recognizing and recalling accurate information about characteristics of common strategies that can be used to spell different words ○ Recognizing correct use of apostrophes in cases of plural possessives, parentheses in less common situations, and commas as interrupters ○ Recognizing correct capitalization of specific names of companies, schools or institutions, departments of government, monuments, and works of art
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

LANGUAGE USAGE
Measurement Topic: Language Conventions
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using complex sentences (complete sentences with one main clause and more than one subordinate clause that exhibit subject-verb agreement) • Using all major tense forms (sentences that use the simple, perfect, and progressive forms of past, present, and future verb tense) • Using phrases and clauses: <ul style="list-style-type: none"> ○ Constructing complete sentences that use appositive, participial, and prepositional phrases and clauses • Correcting dangling modifiers

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Dangling modifier ○ Tense forms • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct use of complex sentences in text ○ Recognizing correct use of all tense forms ○ Recognizing correct use of appositive, participial, and prepositional phrases and clauses in text ○ Recognizing dangling modifiers in text ○ Recognizing correct use of interjections in text
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Speaking Applications

Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Participating and contributing in discussions (small or large group), making eye contact with the speaker, waiting for an appropriate time and then raising a hand to ask a question, and volunteering to answer a question posed to the entire group regarding the topic under discussion • Creating and delivering oral presentations for a variety of purposes and audiences : <ul style="list-style-type: none"> ○ Speaking with clear diction, expression, volume, timing, phrasing, eye contact, and gestures appropriate for topic, audience, and purpose of communication ○ Using grade-level appropriate and specific vocabulary to communicate ideas ○ Delivering persuasive presentations that state a clear position; include relevant evidence to support position; address potential concerns of the listener; follow common organizational patterns; use persuasive language ○ Delivering informational presentations that establish a focus for the topic; present ideas in a logical sequence; include details, examples, quotations, statistics, stories, and anecdotes; use precise language; include an effective introduction and conclusion consistent with the organizational pattern; identify and use multiple sources; and use visual materials when appropriate ○ Delivering narrative presentations that establish a situation, plot, point of view and setting; use descriptive words and dialogue • Reciting brief poems, dramatic narratives, and soliloquies using clear diction, timing, volume, phrasing, and expression • Varying the formality of language according to the audience and purpose for speaking
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2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Appropriate pitch ○ Appropriate tone ○ Dramatic narrative • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing things that can be done to contribute to classroom discussions ○ Recognizing when a basic oral presentation defends a position ○ Recognizing appropriate and inappropriate expression, gestures, and pacing in oral presentations
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Listening Comprehension
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Taking notes or use graphic organizers during oral presentations, lectures, or whole class instruction • Identifying and/or inferring the main idea and recalling supporting details • Evaluating and following the steps of a procedure (e.g., execute multi-step procedures; identify and describe missing, out of sequence, or unclear steps in a procedure) • Evaluating the basic qualities of a speaker: <ul style="list-style-type: none"> ○ Identifying the speaker's purpose in presentations and visual materials (e.g., to inform, to entertain, to persuade) ○ Evaluating the qualities of a speaker (e.g., volume, tone, pacing, verbal and non-verbal messages) ○ Recognizing the techniques speakers use for effect (e.g., gestures, pacing, emphasizing key words, eye contact, organizational patterns) • Recognizing that language reflects different regions, cultures, social groups, and historical eras (e.g., sayings, expressions, pronunciations, slang)
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Verbal and nonverbal messages ○ Multi-step procedures • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing characteristics of different note-taking methods ○ Recognizing missing, out-of-sequence, and unclear steps in procedures ○ Recognizing basic nonverbal messages in an oral presentation
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Analysis and Evaluation of Media
 Grade Five

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Distinguishing between fact and opinion in presentations and media • Analyzing basic persuasive techniques in media (e.g., promises, dares, flattery, generalities, exaggeration, pressure from peers, television advertising, faulty reasoning) • Analyzing basic techniques used to communicate messages in visual media (e.g., images, sound effects, music, tone of voice) • Analyzing print and non-print media (e.g., how the media focuses attention on events or issues and influences peoples' opinions)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Faulty reasoning ○ Sound effects ○ Issues • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing fact and opinion in presentations and media ○ Recognizing basic persuasive techniques in media ○ Recognizing basic techniques use to communicate messages in visual media ○ Recognizing and recalling accurate information about basic characteristics of print and non-print media
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements