

GEOGRAPHY
Measurement Topic: Maps & Globes
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Determining location and distance (UNIT: Geography) • Interpreting different types of maps and geographical representations (UNIT: Geography)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Contour map ○ Tropic of Cancer/Capricorn ○ Geographical representation • Performing basic processes such as: <ul style="list-style-type: none"> ○ Locating features on a map (latitude & longitude lines, scale) ○ Comparing and contrasting two types of maps
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

GEOGRAPHY
Measurement Topic: Physical Features
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Describing specific landforms and rivers of the United States (UNIT: Geography)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Rio Grande ○ Appalachian mountains • Performing basic processes such as: <ul style="list-style-type: none"> ○ Locating specific landforms and rivers of the United States
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

ECONOMICS
Measurement Topic: Economic Concepts
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Describing consequences of competition on an economy (among producers & sellers, consumers & buyers) (UNIT: Economics) • Describing the relationships of economic concepts in a competitive market (UNIT: Economics)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Supply ○ Demand ○ Price ○ Competition • Performing basic processes such as: <ul style="list-style-type: none"> ○ Identifying examples of competition ○ Listing economic concepts present in a competitive market
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

ECONOMICS
Measurement Topic: Resources
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Explaining ways to improve human productivity and resources and the impact that would have on an economy (UNIT: Economics) • Evaluating personal choices made with money (e.g., budgets, spending vs. saving, and credit) (UNIT: Economics)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Labor ○ Specialization ○ Budget ○ Credit • Performing basic processes such as: <ul style="list-style-type: none"> ○ Identifying ways to improve human productivity and resources ○ Describing a personal choice made with money
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

ECONOMICS
Measurement Topic: Economics of the World
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Describing different economic systems and where they are practiced around the world (UNIT: Economics) • Describing the economy of the United States (UNIT: Economics)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Market system ○ Command system ○ Competition • Performing basic processes such as: <ul style="list-style-type: none"> ○ Identifying different economic systems ○ Describing basic economic concepts
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

ECONOMICS
Measurement Topic: Economic Institutions
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Explaining the role of banks in the economic system (UNIT: Economics)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Bank ○ Saving ○ Borrowing • Performing basic processes such as: <ul style="list-style-type: none"> ○ Explaining the basic functions of a bank
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

WORLD HISTORY
Measurement Topic: Significant Events, Individuals, & Contributions
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Describing the explorers' influence on the conquered land (e.g. trade) (UNIT: Early Exploration of North America) • Determining the reasons that motivated the explorers toward discovery (UNIT: Early Exploration of North America) • Explaining the impact of new technology on the voyages of the explorers (UNIT: Early Exploration of North America)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Columbian exchange ○ Astrolabe ○ Ponce de Leon • Performing basic processes such as: <ul style="list-style-type: none"> ○ Identifying early explorers of North America and their countries of origin ○ Identifying the areas settled by early explorers ○ Describing new technology used in exploration voyages
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

US HISTORY
Measurement Topic: Significant Events, Individuals, & Contributions
 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 contributions of colonial regions on modern society (UNIT: Colonization) • Explaining important events in the Revolutionary Era that led to the independence of the United States from Britain (UNIT: Revolutionary War) • Analyzing the impact of important individuals on the history of the United States (UNITS: Revolutionary War, Westward Expansion & Growth, Civil War) • Explaining the concept “Manifest Destiny” (UNIT: Westward Expansion & Growth) • Explaining the causes and eventual effects of events leading to the Civil War (UNIT: Civil War)

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, events, people, and locations such as: <ul style="list-style-type: none"> ○ Expansionism ○ Manifest Destiny • Performing basic processes such as: <ul style="list-style-type: none"> ○ Naming contributions to modern society that originated in colonial regions ○ Identifying important events leading to the Revolutionary War ○ Identifying important individuals in United States history in specific periods of time ○ Identifying causes of the Civil War
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

US HISTORY
Measurement Topic: Historical Conflict
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Comparing and contrasting the strengths and weaknesses of the American and British armies in the Revolutionary War (UNIT: Revolutionary War) • Describing participants (groups of people, allies) in conflicts in United States history (UNITS: Revolutionary War, Westward Expansion & Growth) • Describing the causes and effects of conflicts in United States history (reasons for wars, lasting impact of treaties) (UNIT: Revolutionary War, Westward Expansion & Growth) • Describing important battles in the Civil War (UNIT: Civil War)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Allies ○ Taxation ○ Gettysburg • Performing basic processes such as: <ul style="list-style-type: none"> ○ Listing strengths and weaknesses of each army in the Revolutionary War ○ Identifying participants in conflict in United States history ○ Identifying events leading to and resulting from conflict in United States history ○ Identifying important battles in the Civil War
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

US HISTORY
Measurement Topic: Current Events in the Context of History
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Describing and explaining current events facing the United States relating to government and civil rights (UNIT: US Constitution & Government) • Predicting the impact that the current events will have on the future of the United States as well as the individual citizen (UNIT: US Constitution & Government)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Civil rights • Performing basic processes such as: <ul style="list-style-type: none"> ○ Identifying current events happening in the United States relating to government and civil rights
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

CIVICS & GOVERNMENT
Measurement Topic: Government Systems
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Explaining the early forms of government in the United States (UNIT: US Constitution & Government) • Explaining the impact of individual influence on the Constitutional Convention (UNIT: US Constitution & Government) • Comparing and contrasting the 3 Branches of Government and their functions (UNIT: US Constitution & Government) • Defining each of the amendments in the Bill of Rights (UNIT: US Constitution & Government)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Constitutional Convention ○ Bill of Rights ○ Amendment • Performing basic processes such as: <ul style="list-style-type: none"> ○ Identifying early forms of United States government before the Constitution ○ Describing the contribution of James Madison to the Constitutional Convention ○ Describing the 3 Branches of Government ○ Describing the Bill of Rights and its purpose
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

PEOPLE, CULTURE, & CIVILIZATIONS
Measurement Topic: Historical Societies & Lifestyles
 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	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Comparing and contrasting the way of life of various Native American tribes within the United States (UNIT: Native American Cultures) • Comparing and contrasting early English settlements in the United States with French and Spanish settlements (UNITS: Early Exploration of North America, Colonization) • Explaining how the way of life in the colonial regions (New England, Middle Atlantic, Southern Colonies) was influenced by social characteristics (families, class structure, religion, economies) (UNIT: Colonization)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology, events, people, and locations such as: <ul style="list-style-type: none"> ○ Iroquois ○ St. Augustine ○ Jamestown • Performing basic processes such as: <ul style="list-style-type: none"> ○ Describing the way of life of various Native American tribes within the United States ○ Describing contributions of English, French, and Spanish settlements ○ Describing social characteristics in different colonial regions
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

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