Reading Progress Rubrics: Fifth Grade

About these Rubrics

Each rubric represents a continuum of skills, leading to grade-level proficiency. Grade-level proficiency represents information from a variety of states' content standards, including the Common Core standards. You might not find a one-to-one correspondence with your particular standards or curriculum. However, if students can perform the actions represented here as "grade level expectations," they will become strong, proficient readers over time.

How to Use the Rubrics

These rubrics help you understand "next steps" learning. They ensure that your students have the foundation skill necessary to learn more complex skills. In this way, these rubrics will help you with lesson planning. The indicators for each are skill-based, not knowledge based (e.g., "the student will learn/know...") or conceptual (e.g., "the student will understand..."). The indicators are specific actions that you can observe.

As you work with students, pay attention to what you see them do. Then, decide which level they can perform all the behaviors. Does the student demonstrate all the skills for level 1? If so, look at level 2. Does the student demonstrate all the skills for level 2? If so, look at level 3. The student's reading level is the highest level at which he or she can consistently perform *all* the listed skills.

When you determine what level a student has mastered, your role is to develop instructional opportunities that will help students perform the skills in the *next* level. For example, if a student can consistently perform all the actions in level 2 but not level 3, you will provide instruction to help the student perform the skills in level 3.

How Not to Use the Rubrics

Of course we want every student to read on or above grade level. Unfortunately, many students are not ready to begin learning grade-level skills. They do not have the background knowledge or foundational skills to learn grade-level skills.

As you look at these rubrics, do not focus on the grade-level skills (level 4) and provide instruction of those skills. If the students are not ready for them, they cannot learn them or will not be able to demonstrate them consistently in the long term. You have to pay attention to the developmental stages (levels 0 – 3).

The Reading Levels

Each grade level and each reading component has 6 levels in these rubrics: level 0 through level 6.

Level 0: the student has no ability in that reading component or is significantly behind reading ability.

Levels 1–3: the student is making progress towards grade-level proficiency

Level 4: the student is on grade level; the specific items in bold face are the essential grade-level skills for that reading component

Level 5: the student has exceeded grade-level expectations for that reading component; use the next higher rubrics to determine next steps for learning

Indicators in level 4 are the grade-level skills. Indicators in level 4 that are depicted in bold face type are the essential skills for a particular grade level. Any student who can demonstrate all level 4 skills is on grade level for that reading component area.

A Few FAQs

1.   What If a Student is Below Level 0 for a grade level or specific reading component?

For kindergarten, level 0 means "no ability," so there is nothing below level 0. For students in grades 1–8, however, it is possible to be below level 0. If you have a student in this situation, get a copy of the rubrics for the next grade group down. For example, if a 4th grade student cannot perform level 0 for a certain reading component, use the rubrics for grades 2–3. But keep the "correct" grade-level rubrics on hand: students will eventually be ready to perform the skills described by that rubric.

2.   What If a Student is Above Level 5 for a grade level or specific reading component?

First, that's great! Second, that does not mean that you no longer need to provide instruction in that reading component. If the student can learn more, your job is to help him or her do it. Take a look at the rubrics for the next higher grade group and find the next level for learning.

3.   Are the rubrics sequential across grade levels? Does level 5 for one grade level correspond to level 0 for the next grade level?

No. Instead, they are overlapping. This reflects the fact that students in a grade level may be far behind (or above) expectations. Because they are overlapping, the rubrics will provide anticipated development for students in various grade levels. The rubrics are organized like this:

Level 0	**Kindergarten**	Level 5		
		Level 0	**First Grade**	Level 5

As a result, a student who can perform the grade-level skills for one rubric will not be at level 0 for the next higher rubric, though he or she might also not be ready to learn the grade-level skills represented on the next higher level rubric. As noted before, observe the student and determine what level the student has mastered, and then provide instruction to help the student master the next level.

Rubric for Phonemic Awareness

level:	0	1	2	3	4	5
4-8	Student is able to blend and segment 2 syllable words. Student is able to rhyme 1 syllable words.	Student is able to blend and segment 2 syllable words. Student is able to rhyme 2 syllable words.	Student is able to blend and segment words of more than 3 syllables. Student is able to rhyme words of 3 or more syllables.	Student is able to blend and segment words of more than 3 syllables. Student is able identify syllables within 2 syllable words.	**Student is able to blend and segment words of more than 3 syllables and identify syllables within words according to common conventions.** **Student is able to identify stressed and unstressed syllables in 2 and 3 syllable words.** .	Student is able to identify various rhythms in spoken passages (iambic, trochaic, dactylic, etc.) Student is able to identify syllables in words of more than 3 syllables according to common conventions.

Rubric for Phonics

level:	0	1	2	3	4	5
4-8	Student is able to decode high frequency one syllable words. Student is able to spell high frequency one syllable words using conventional or emergent spelling.	Student is able to decode high frequency one and two syllable words. Student is able to spell high frequency one syllable words using conventional spelling.	Student is able to decode words of two or more syllables. Student is able to use knowledge of phonics to spell high frequency one and two syllable words.	Student is able to apply phonics knowledge and structural analysis to decode words of two or more syllables, and words containing less common vowel patterns and syllable breaks.	**Student is able to use identification strategies appropriately and automatically when encountering** new words. Student is able to decode irregular and silent letter combinations.	Student is able to identify errors in decoding or spelling and self-correct those errors.

Rubric for Fluency

level:	0	1	2	3	4	5
4-8	The student is able to read aloud grade level text with accuracy 0-9 words.	Student is able to read aloud grade level text, accurately reading 10-14 of 20 words.	Student is able to read aloud grade level text with comprehension and appropriate speed, accurately reading 15-18 of 20 words. Student is able to use phonics knowledge and context clues to confirm accurate decoding.	Student is able to read aloud grade level text with comprehension and appropriate speed, accurately reading 19 of 20 words. Student is able to use phonics knowledge and context clues to confirm accurate decoding.	**Student is able to read aloud with comprehension, expression and appropriate speed, accurately reading 19 of 20 words.** Student is able to use phonics knowledge and context clues to confirm accurate decoding.	Student is able to read aloud with comprehension, expression and appropriate speed, accurately reading 19 of 20 words. Student is able to use phonics knowledge and context clues to confirm accurate decoding. Student is able to demonstrate awareness of audience and purpose, varying rate and tone as appropriate.

Rubric for Vocabulary

level:	0	1	2	3	4	5
4-8	Student is able to use provided and found definitions of words to understand new words in text. Student is able to understand general sense of a text passage in absence of understanding some words.	Student is able to find substitutions (i.e., easier words or phrases) for difficult to understand words. Student is able to use provided and found definitions of words to understand new words in text.	Student is able to use context clues to discover probable meaning of new words. Student is able to use correctly the top 500 words in English. Student is able to use words to describe abstract concepts. Student is able to use reference materials to confirm spelling, and discover meanings of	Student is able to understand literal meaning of all words in grade-level text. Student is able to determine word meaning through similarities to other words, and context clues. Student is able to understand metaphoric language used as a descriptive tool.	Student is able to determine word meanings by an analysis of word parts(e.g., word roots, affixes), similarities to other words, and context clues. Student is able to use and understand metaphoric language and connotative meanings of words to understand or imply shades of meaning and author's intent. Student is able to select	Student is able to use newly learned words in a variety of contexts (e.g., speaking, writing, reading other texts). Student is able to define new words through word analysis and context clues when encountered to enhance communication. Student is able to use words in new ways to provide metaphoric descriptions.

| | | | words. | Student is able to use correctly the top 1000 words in English.

Student is able to identify dialectic and standard/academic word choices.

Student is able to use abstract nouns and figurative language to describe abstract concepts. | between dialectic and standard/ academic word choices according to purpose.

Student is able to use correctly top 1000 words in English. | |

Rubric for Comprehension

level:	0	1	2	3	4	5
4-6	Student can only recall general events from a story.

Student can identify the main characters from a story.

Student shows no discrimination in selecting informational text. | Student is able to recall facts from a story or text in response to questions.

Student can identify the beginning, middle, and end of a story.

Student is able to identify the main characters in a story. | Student is able to interact with a story by answering questions, locating information, and answering questions.

Student is able to determine the appropriateness of information in a text.

Student is able to describe the sequence of events in a story.

Student is able to recall facts from a story in response to questions.

Student can identify the beginning, middle, and end of a story.

Student can identify text that is useful for a | Student is able to interact with a story before, during, and after reading by: setting a purpose; previewing the text; asking questions; locating information to answer questions; using story structure to understand sequence of events.

Student is able to make connections to own life.

Student is able to summarize main events and the role and relationship of the characters in a story.

Student is able to provide a description of events from the main character's point of | **Student is able to visualize and recall story details, including characterization, setting, sequence, actions and consequences, and implications of character's actions.**

Student is able to determine the validity of information in a text, and describe its usefulness.

Student is able to identify and examine characters' motives.

Student is able to consider a situation from various characters' points of view. | Student is able to identify language that supports plot and character development (e.g., word choice, figurative language, descriptive language).

Student is able to explain a character's motives and purposes.

Student is able to identify main conflict in a story and describe how it is resolved.

Student is able to interact with text by: making and confirming predictions, formulating and answering questions, supporting ideas with story details and own |

| | | | particular purpose. | view.

Student is able to independently recall facts and details of a story.

Student is able to describe the importance of information in a text, describing how the information can be used. | **Student is able to relate and elaborate details, main ideas, setting, action, and main characters.**

Student is able to restate and summarize information text, determine the importance of information, monitor comprehension, apply strategies for comprehension (e.g., re-read, ask questions), draw inferences.

Student is able to identify the main conflict in a story and how it is resolved. | experiences, and drawing upon personal and cultural understanding.

Student is able to respond to informational materials by: summarizing the information; determining the importance of the information; making connections to related topics; monitoring comprehension; drawing inferences; generating questions.

Student is able to identify the effects of literary devices (e.g., figurative language, diction, dialogue, descriptive language). |

Rubric for Oral Language Development

level:	0	1	2	3	4	5
4-8	Student is able to pronounce most words in oral vocabulary Student is able to use new words according to their dialectic definitions. Student is able to use modeled grammatical constructions. Student is able to	Student is able pronounce and use common words. The student is able to use appropriate nouns to name objects. Student is able use and descriptive words for objects. Student is able to recognize nonsense	Student is able to understand, recognize, and use irregular consonant combinations. Student is able to use irregular noun forms. Student will use words that describe color, size, location. Student is able to apply common affixes to	Student is able to recognize, understand, and use irregular vowel combinations. **Student is able to use some literary words and language patterns in speaking (e.g., elaborate descriptions, figurative wording).** Student is able to use most common affixes	Student is able to determine correct word pronunciation by analysis of word components and language roots. **The student is able to choose between standard and non-standard (dialectic) word choices as appropriate for the topic, purpose, and**	Student is able to pronounce words correctly, including common scientific and foreign words, with appropriate emphasis and fluency. Student is able to choose between connotative and denotative meanings of words according to a purpose.

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distinguish among statements, commands, and questions. Student is able to share information on a topic.	words. Student is able to speak in complete sentences. Student demonstrates turn-taking in conversations. Student will share information as relevant to a conversation. Student is able to make questions and needs clear.	words correctly (e.g., -ed, -s. –ing, re-). Student is able to speak in complete sentences. Student is able to speak using compound sentences. Student is able to use simple verb forms correctly (e.g., present, past, progressive, future) Student is able to follow conventions for asking questions. Student demonstrates turn-taking in conversations. Student is able to follow simple oral instructions.	correctly. Student is able to speak using compound sentences and complex sentences. Student is able to use correct subject verb and tense agreement. Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation. Student is able to use commands and questions appropriately depending upon a situation. Student is able to demonstrate active listening skills. **Student is able to sustain conversation on a topic.**	**audience.** Student is able to understand and use metaphoric language. Student uses correct pronoun identification, subject-verb agreement, verb tense agreement, and subject and tense consistency. **Student is able to speak using compound-complex sentences structures, applying rules of correct grammar.** **The student is able to make presentations to inform or persuade, selecting language for impact.** **The student is able to use figurative language and a variety of speech patterns.**	Student is able to modify speech patterns for emphasis, following conventional syntactic rules or not according to a purpose. Student is able to express ideas clearly, concisely, and persuasively.