

5th Grade Grading Rubric
Reading-Trimester 1



4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
DRA Level: DRA Score is used to determine both grade level progress (at, above, below) and DRA standard score				
60 (above grade level)	40/50 (at grade level)	38 (below grade level)	34 or below (below grade level)	NT 10; IT 10
Phonics and Word Recognition : Knows and applies grade level phonics and word analysis skills in decoding words				
Word Study: Late Syllables & Affixes-affixes	Middle Syllables & Affixes- unaccented final syllables	Early Syllables & Affixes-inflected endings & syllable juncture	Late Within Word Pattern-complex consonants	PWR 3
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Consistently reads above grade-level texts smoothly with expression, phrasing, and accuracy to support comprehension.	Reads independent level text smoothly with expression, phrasing, and accuracy to support comprehension.	Student sometimes meets the expectations for this trimester.	Student rarely meets the expectations for this trimester.	F 4
Comprehension				
Demonstrates an understanding of informational and narrative above grade-level text by using explicit details/evidence to summarize, determine main ideas, infer, determine and compare multiple themes, concepts, texts, authors, genre or literary elements; quotes accurately from text to support responses. Engages effectively in a range of collaborative discussions.	Demonstrates an understanding of informational and narrative independent level text by using explicit details/evidence to summarize, determine main ideas, infer, determine and compare multiple themes, concepts, texts, authors, genre or literary elements; quotes accurately from text to support responses. Engages effectively in a range of collaborative discussions.	Student sometimes meets the expectations for this trimester.	Student rarely meets the expectations for this trimester.	RL1,2,3 RIT1,2,3
Literary Analysis				
Able to analyze independent or above-level texts critically. Evaluates a wider range of textual evidence with significant details. Analyzes how an author uses reasons and evidence to support particular points in a text	Analyzes independent level text structure, elements, features, style and purpose of various genres, including multiple themes, concepts, accounts, and authors; determines meaning of words and phrases as they are used in a text, including figurative language and content vocabulary	Student sometimes meets the expectations for this trimester	Student rarely meets the expectations for this trimester	RL4,5,6 RIT4,5,6
Independent Reading				
Demonstrates ability to read independently and manage time effectively; applies reading strategies beyond those taught; finds opportunities to extend reading beyond reading workshop time.	Demonstrates ability to read independently with minimal or no prompts; applies reading strategies taught.	Demonstrates some reading stamina, but may require prompts to stay on task; applies some reading strategies with guidance	Demonstrates minimal reading stamina; rarely able to apply reading strategies	R IT

DRA Expectations by Trimester and Grade level

Red: Area of Concern; **Yellow:** Developing; **Green:** Meeting Expectation; **Blue:** Exceeding Expectation

First Trimester																						
DRA	A	1	2	3	4	6	8	10	12	14	16	18	20	24	28	30	34	38	40	50	60	70
5 th																						
4 th																						
3 rd																						
2 nd																						
1 st																						
KDG	Not assessed first trimester																					

**5th Grade Grading Rubric
Reading-Trimester 2**



4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
DRA Level: DRA Score is used to determine both grade level progress (at, above, below) and DRA standard score				
60 (above grade level)	50 (at grade level)	40 (below grade level)	38 or below (below grade level)	NT 10; IT 10
Phonics and Word Recognition : Knows and applies grade level phonics and word analysis skills in decoding words				
Word Study: Early Derivational Relations-Affixes and 50% or more of reduced vowels in unaccented syllables	Late Syllables & Affixes-Affixes	Middle Syllables & Affixes-Unaccented final syllables	Early Syllables & Affixes-Inflected endings and syllable juncture	PWR 3
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING				
Reading Fluency				
Consistently reads above grade-level texts smoothly with expression, phrasing, and accuracy to support comprehension.	Reads independent level text smoothly with expression, phrasing, and accuracy to support comprehension.	Student sometimes meets the expectations for this trimester.	Student rarely meets the expectations for this trimester.	F 4
Comprehension				
Demonstrates an understanding of informational and narrative above grade-level text by using explicit details/evidence to summarize, determine main ideas, infer, determine and compare multiple themes, concepts, texts, authors, genre or literary elements; quotes accurately from text to support responses. Engages effectively in a range of collaborative discussions.	Demonstrates an understanding of informational and narrative independent level text by using explicit details/evidence to summarize, determine main ideas, infer, determine and compare multiple themes, concepts, texts, authors, genre or literary elements; quotes accurately from text to support responses. Engages effectively in a range of collaborative discussions.	Student sometimes meets the expectations for this trimester.	Student rarely meets the expectations for this trimester.	RL1,2,3 RIT1,2,3
Literary Analysis				
Able to analyze above-level texts. Evaluates a wider range of textual evidence with significant details. Analyzes how an author uses reasons and evidence to support particular points in a text	Analyzes independent level text structure, elements, features, style and purpose of various genres, including multiple themes, concepts, accounts, and authors; determines meaning of words and phrases as they are used in a text, including figurative language and content vocabulary	Student sometimes meets the expectations for this trimester	Student rarely meets the expectations for this trimester	RL4,5,6 RIT4,5,6
Independent Reading				
Demonstrates ability to read independently and manage time effectively; applies reading strategies beyond those taught; finds opportunities to extend reading beyond reading workshop time.	Demonstrates ability to read independently with minimal or no prompts; applies reading strategies taught.	Demonstrates some reading stamina, but may require prompts to stay on task; applies some reading strategies with guidance	Demonstrates minimal reading stamina; rarely able to apply reading strategies	R IT

5th Grade Grading Rubric
Reading-Trimester 3



4 Exceeding	3 Meeting	2 Developing	1 Area of Concern	CCSS
DRA Level: DRA Score is used to determine both grade level progress (at, above, below) and DRA standard score				
60+ (above grade level)	50 (at grade level)	40 (below grade level)	38-(below grade level)	NT 10; IT 10
Phonics and Word Recognition : Knows and applies grade level phonics and word analysis skills in decoding words				
Word Study: Middle Derivational Relations-reduced vowels in unaccented syllables and 50% or more Greek and Latin elements	Early Derivational Relations-Affixes and 50% or more of reduced vowels in unaccented syllables	Late Syllables & Affixes-Affixes	Middle Syllables & Affixes-unaccented final syllables	PWR 3
STUDENT IS PRACTICING AND APPLYING THE FOLLOWING COMPONENTS OF READING:				
Reading Fluency				
Consistently reads above grade-level texts smoothly with expression, phrasing, and accuracy to support comprehension.	Reads independent level text smoothly with expression, phrasing, and accuracy to support comprehension.	Student sometimes meets the expectations for this trimester.	Student rarely meets the expectations for this trimester.	F 4
Comprehension				
Demonstrates an understanding of informational and narrative above grade-level text by using explicit details/evidence to summarize, determine main ideas, infer, determine and compare multiple themes, concepts, texts, authors, genre or literary elements; quotes accurately from text to support responses. Engages effectively in a range of collaborative discussions.	Demonstrates an understanding of informational and narrative independent level text by using explicit details/evidence to summarize, determine main ideas, infer, determine and compare multiple themes, concepts, texts, authors, genre or literary elements; quotes accurately from text to support responses. Engages effectively in a range of collaborative discussions.	Student sometimes meets the expectations for this trimester.	Student rarely meets the expectations for this trimester.	RL1,2,3 RIT1,2,3
Literary Analysis				
Able to analyze above-level texts. Evaluates a wider range of textual evidence with significant details. Analyzes how an author uses reasons and evidence to support particular points in a text.	Analyzes independent level text structure, elements, features, style and purpose of various genres, including multiple themes, concepts, accounts, and authors; determines meaning of words and phrases as they are used in a text, including figurative language and content vocabulary.	Student sometimes meets the expectations for this trimester	Student rarely meets the expectations for this trimester	RL4,5,6 RIT4,5,6
Independent Reading				
Demonstrates ability to read independently and manage time effectively; applies reading strategies beyond those taught; finds opportunities to extend reading beyond reading workshop time.	Demonstrates ability to read independently with minimal or no prompts; applies reading strategies taught.	Demonstrates some reading stamina, but may require prompts to stay on task; applies some reading strategies with guidance	Demonstrates minimal reading stamina; rarely able to apply reading strategies	R IT

