

MOC-Floyd Valley Schools  
**WORK AND SOCIAL SKILLS DESCRIPTORS**

Essential Learnings	Emerging	Developing	Proficient	Beyond Proficient
<b>Demonstrates respect</b>	Needs to be reminded to be respectful.	Demonstrates respect most of the time but needs some reminders.	Consistently demonstrates respect towards others in words and actions.	Encourages others to be respectful.
<b>Works well with others</b>	Has difficulty cooperating with others and does not willingly contribute to group work.	Cooperates with others sometimes, <b>OR</b> Contributes to group work sometimes.	Cooperates with others, <b>AND</b> Contributes to group work	Encourages others to cooperate and contributes to group work.
<b>Practices self-control</b>	Shows little control over actions, words, and emotions. Frequently interrupts.	Controls actions, words, and emotions in certain situations with reminders. Some interruptions.	Controls actions, words, and emotions and behaves appropriately in most situations.	Controls self, behaves appropriately, and encourages others to do so as well.
<b>Listens and follows directions</b>	Does not listen, is easily distracted or has difficulty following simple directions.	Needs reminders to listen and follow directions.	Listens and follows directions independently.	Is highly focused and encourages others to follow directions.
<b>Demonstrates organizational skills</b>	Desk and locker are consistently unorganized.	Desk and locker are sometimes organized.	Desk and locker are organized.	Is highly organized.
<b>Completes assignments on time</b>	Often turns in work late. Has to give up free time to get work done.	Sometimes hands in work late. May need some reminders.	Completes assignments on time.	
<b>Manages time wisely</b>	Does not use time wisely even with several reminders.	Needs a few reminders to use time wisely.	Uses class and free time wisely.	Is independent in using free time constructively.
<b>Participates in classroom activities/discussions</b>	Chooses not to participate in most class activities or discussions.	Sometimes participates in class activities or discussions.	Chooses to actively participate in class activities and discussions.	
<b>Works neatly and carefully</b>	Needs many reminders to work neatly or carefully on daily work.	Sometimes needs reminders to work neatly or carefully on daily work.	Works neatly and carefully on daily work.	

## Fifth Grade Report Card Descriptors—Reading/Language Arts

<b>Essential Learnings</b>	<b>Emerging (E)</b>	<b>Developing (D)</b>	<b>Proficient (P)</b>	<b>Beyond Proficient (B)</b>
<b>Understands grade level vocabulary.</b>	Limited understanding of grade level vocabulary.	Inconsistent understanding of grade level vocabulary.	Demonstrates an understanding of grade level vocabulary.	Demonstrates ability to determine unknown words in independent reading.
<b>Reads with sufficient fluency and accuracy</b>	Word-by-word reading with many errors.	Reads with some short phrases and inconsistent self-corrections.	Accurately reads at an appropriate pace with adequate expression and phrasing.	Accurately reads at an advanced pace with meaningful expression and phrasing.
<b>Applies phonics and word analysis skills</b>	Does not apply phonics and word analysis skills.	Inconsistently applies phonics and word analysis skills.	Successfully applies phonics and word analysis skills.	Demonstrates advanced phonics and word analysis skills.
<b>Identifies key ideas and details written and orally</b>	Recalls few key ideas and details. May include errors or need many prompts.	Inconsistent in identifying key ideas and details. May need a few prompts.	Consistently identifies most of the key ideas and details.	Identifies all key ideas and details, demonstrating a deeper understanding of theme.
<b>Describes overall structure and style of a text</b>	Needs many prompts to identify structure, style, text features, and/or genres.	Inconsistent in identifying structure, style, text features, and/or genres.	Accurately identifies structure, style, text features, and/or genres within given texts.	Identifies and uses structure, style, text features, and/or genres within independent reading.
<b>Compares and contrasts texts</b>	Needs many prompts to compare and contrast or identify relevant details.	Inconsistent in comparing/contrasting or identifying relevant details.	Compares and contrasts with relevant details.	Uses compare/contrast with relevant details to gain an insightful understanding
<b>Uses strategies to comprehend grade level text</b>	Needs many prompts in using reading strategies for comprehension of, at, or below grade level text.	Makes limited use of reading strategies, may respond correctly to literal comprehension questions, but inconsistent when answering higher level questions.	Uses reading strategies to make meaning and recall important information.	Uses reading strategies to gain insightful understanding of, at, and above grade level text.
<b>Reads independently on a regular basis</b>	Fails to meet independent reading goals.	Inconsistent in meeting independent reading. Requires extra assistance or time.	Consistently meets independent reading goals in a timely manner.	Consistently goes above and beyond independent reading goals.

## Fifth Grade Report Card Descriptors—Reading/Language Arts

Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
<b>Weekly spelling tests</b>	69% or below	70-79%	80-89%	90-100%
<b>Applies spelling skills in daily writing</b>	Frequently misspells words that have been on weekly spelling lists.	Sometimes misspells high frequency words and words that have been on weekly spelling lists.	Correctly spells high frequency words and words that have been on weekly spelling lists.	Correctly spells challenging words.
<b>Uses correct capitalization</b>	Does not use correct capitalization.	Inconsistent in using correct capitalization.	Uses correct capitalization.	Able to edit peers' writing for mistakes in capitalization.
<b>Uses correct punctuation</b>	Does not use simple punctuation correctly and consistently.	Inconsistent in using punctuation correctly.	Consistently uses correct punctuation.	Able to edit peers' writing for mistakes in punctuation.
<b>Uses correct sentence structure and grammar</b>	Does not use correct sentence structure and grammar.	Inconsistent in using correct sentence structure and grammar.	Consistently uses correct sentence structure and grammar.	Uses a variety of sentences including compound and complex sentences.
<b>Uses writing process to complete final drafts.</b> (Opinion, Expository, Narrative)	Scores developing or emerging on final draft with daily guidance in the writing process.	Scores proficient or developing on final draft with extra guidance in the writing process.	Scores proficient or beyond on final draft with guidance in the writing process.	Scores beyond proficient on final draft with minimal guidance/ highly independent throughout writing process.
<b>Formally presents on a topic using visuals.</b>	Presentation was poorly organized and difficult to understand.	Does not speak clearly at an understandable pace, OR Presentation was not organized nor based on multiple sources.	Speaks clearly at an understandable pace. Presentation was organized and based upon multiple sources.	Presentation was above and beyond expectations.

# Fifth Grade Math Report Card Descriptors

Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
<b>Geometric measurement: understand concepts of volume</b>	Identifies objects with volume, and with guidance uses given formulas to find volume.	Inaccurate in identifying and using formulas to find volume.	Independently identifies and uses formulas to find volume with minimal mistakes.	Independently identifies and uses formulas to find volume accurately.
<b>Understand the place value system</b>	Limited understanding of place value.	Identifies place value, but inconsistent in converting numbers.	Identifies place value and converts numbers with minimal mistakes.	Identifies place value and converts numbers accurately.
<b>Perform multiplication operations</b>	Needs assistance to solve multi-digit multiplication problems	Inconsistent in multiplying multi-digit numbers.	Multiplies multi-digit numbers with minimal mistakes.	Fluently and accurately multiplies multi-digit numbers.
<b>Perform division operations</b>	Needs assistance in dividing multi-digit dividends by one- or two-digit divisors.	Inconsistent in dividing multi-digit dividends by one- or two-digit divisors.	Divides multi-digit dividends by one- or two-digit divisors with minimal mistakes.	Fluently and accurately divides multi-digit dividends by one- or two-digit divisors.
<b>Write and interpret numerical expressions.</b>	Needs assistance to write and interpret numerical expressions.	Inconsistent in writing and interpreting numerical expressions.	Writes and interprets numerical expressions with minimal mistakes.	Fluently and accurately writes and interprets numerical expressions.
<b>Use equivalent fractions as a strategy to add and subtract fractions</b>	Needs assistance in adding and subtracting fractions.	Inconsistent in adding and subtracting fractions.	Adds and subtracts fractions with minimal mistakes.	Fluently and accurately adds and subtracts fractions.
<b>Graph points on the coordinate plane and analyze patterns and relationships.</b>	Needs assistance in graphing points and analyzing patterns.	Inconsistent in graphing points and analyzing patterns.	Graphs points and analyzes patterns with minimal mistakes.	Independently and accurately graphs points and analyzes patterns.
<b>Multiply and divide fractions.</b>	Needs assistance in multiplying and dividing fractions.	Inconsistent in multiplying and dividing fractions.	Multiplies and divides fractions with minimal mistakes.	Fluently and accurately multiplies and divides fractions.
<b>Classify two-dimensional figures into categories based on their properties</b>	Needs assistance to classify two-dimensional figures.	Inconsistent in classifying two-dimensional figures into categories.	Classifies two-dimensional figures into categories with minimal mistakes.	Accurately classifies two-dimensional figures into categories.
<b>Convert like measurement units within a given measurement system</b>	Needs assistance in converting measurements.	Inconsistent in converting measurements.	Converts like measurements with minimal mistakes.	Accurately converts like measurements.
<b>Represent and interpret data within graphs, charts, and tables</b>	Needs assistance to represent and interpret graphs, charts, and tables.	Inconsistent in representing and interpreting graphs, charts, and tables.	Represents and interprets graphs, charts, and tables with minimal mistakes.	Independently and accurately collects data and creates graphs, charts, and tables.
<b>Solves Story Problems</b>	Can solve story problems with assistance.	Inconsistent in solving story problems.	Solves story problems with minimal mistakes.	Efficiently and accurately solves story problems.

## Fifth Grade Report Card Descriptors Science/Health

Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
<b>Identifies Materials based on their properties</b>	Fails to identify materials based on their properties	Attempts to identify materials based on their properties	Identifies materials based on their properties	Identifies and analyzes materials based on their properties
<b>Understands how the earth's spheres interact</b>	Fails to understand how the earth's spheres interact	Attempts to understand how the earth's spheres interact	Understands how the earth's spheres interact	Understands and analyzes how the earth's spheres interact
<b>Understands that energy in food comes from the sun.</b>	Fails to understand how energy in food comes from the sun.	Attempts to understand how energy in food comes from the sun.	Understands how energy in food comes from the sun.	Analyzes how energy in food comes from the sun.
<b>Understands how people protect the earth's resources and environment</b>	Fails to understand how people protect the earth resources and environment	Attempts to understand how people protect the earth's resources and environment	Understands how people protect the earth's resources and environment	Has an advanced understanding of how people protect the earth's resources and environment
<b>Uses the engineering design process to solve a problem</b>	Direct instruction required to use the engineering design process	Attempts to use the engineering design process to solve a problem	Uses the engineering design process to complete a task	Uses the engineering design process to identify multiple solutions to a problem
<b>Understands patterns in shadows, seasons, and stars</b>	Fails to understand patterns in shadows, seasons and stars.	Attempts to understand patterns in shadows, seasons and stars.	Understands patterns in shadows, seasons and stars.	Analyzes patterns in shadows, seasons and stars
<b>Understands the gravitational force of the earth</b>	Fails to understands the gravitational force of the earth	Attempts to understands the gravitational force of the earth	Understands the gravitational force of the earth	Analyzes the gravitational force of the earth
<b>Understands that plants need air and water to survive</b>	Fails to understands that plants need air and water to survive	Attempts to understands that plants need air and water to survive	Understands that plants need air and water to survive	Anal that plants need air and water to survive
<b>Describes the movement of matter in an environment</b>	Fails to understand the movement of matter in an environment	Attempts to understand the movement of matter in an environment	Understands the movement of matter in an environment	Analyzes the movement of matter in an environment
<b>Identifies healthy living skills</b>	Unable to identify the skills associated to a healthy lifestyle	Has a limited understanding of the skills associated to our healthy	Understands and applies the skills associated with a healthy lifestyle	Has an advanced understanding and can apply the skills associated with a healthy lifestyle

## Fifth Grade Report Card Descriptors - Social Studies

<b>Essential Learnings</b>	<b>Emerging (E)</b>	<b>Developing (D)</b>	<b>Proficient (P)</b>	<b>Beyond Proficient (B)</b>
<b>Constructs questions and responses using evidence while exploring rights and responsibilities (Inquiry SS.5.1-7)</b>	Identifies concepts associated with a compelling question.	Uses the inquiry process to ask supporting questions and construct responses.	Uses the inquiry process to construct responses, cite supporting evidence, and include appropriate reasoning, examples, and details with some guidance..	Independently uses the inquiry process to construct responses, cite supporting evidence, and include appropriate reasoning, examples, and details with minimal guidance.
<b>Interprets data found on maps, charts, and graphs.</b>	Limited understanding of how to interpret data found on maps, charts, and graphs.	Inconsistent interpreting of maps, charts, and graphs.	Consistently interprets data found on maps, charts, and graphs.	Advanced interpretation of data found on maps, charts, and graphs.
<b>Identifies early explorers and their impact on historical events and geography.</b>	Limited understanding of explorers and their impact as demonstrated in daily work and assessments.	Inconsistent understanding of explorers and their impact as demonstrated in daily work and assessments.	Consistent understanding of explorers and their impact as demonstrated in daily work and assessments.	Advanced understanding of explorers and their impact as demonstrated in daily work and assessments.
<b>Identifies the geographical, economic, and historical experiences of the original thirteen American colonies.*</b>	Limited understanding of the original thirteen American colonies as demonstrated in daily work and assessments.	Inconsistent understanding of the original thirteen American colonies as demonstrated in daily work and assessments.	Consistent understanding of the original thirteen American colonies as demonstrated in daily work and assessments.	Advanced understanding of the original thirteen American colonies as demonstrated in daily work and assessments
<b>Explains causes and effects of historical developments* (History SS.5.21-25)</b>	Identifies significant changes in history with assistance.	Explains and <b>develops claims</b> about causes and effects of historical developments	Explains and <b>develops claims</b> about causes and effects of historical developments <b>using economic, political, or social contexts of the time as evidence</b>	<b>Consistently</b> explains and develops claims about causes and effects of historical developments using economic, political, <b>and</b> social contexts of the time as evidence
<b>Identifies and analyzes Iowa History* (Iowa History SS.5.26)</b>	Identifies historical events (including civil rights), symbols, geography and government of Iowa with assistance.	<b>Identifies</b> historical events (including civil rights), symbols, geography, and government of Iowa	Identifies <b>and analyzes</b> historical events (including civil rights), symbols, geography, and government of Iowa	<b>Consistently</b> identifies and analyzes historical events (including civil rights), symbols, geography, and government of Iowa <b>using economic, political, and social contexts as evidence</b>

*\*Every grade level will use and/or analyze primary sources.*