

English Assessment Criteria 5th Grade

Criteria A: Speaking

0	The student has not reached any of the following levels of achievement.
1-2	Communicates ideas using basic vocabulary and with little fluency When participating in class, communicates very little in English
3-4	Has some difficulty when expressing his/her ideas in terms of vocabulary, fluency and pronunciation When participating in class, asks basic questions and gives basic answers
5-6	Communicates ideas fluently using an adequate structure, pronunciation and vocabulary When participating in class, asks well-developed questions and gives well-developed responses

Criteria B: Listening

0	The student has not reached any of the following levels of achievement.
1-2	Shows limited understanding of oral language coming from different sources (teachers, students, recordings, directions, videos...) Shows limited understanding of other people's ideas and feelings during classroom discussions and presentations
3-4	Listens to and somewhat understands oral language coming from different sources (teachers, students, recordings, directions, videos...) Listens to and somewhat understands other people's ideas and feelings during classroom discussions and presentations
5-6	Listens to and clearly understands oral language coming from different sources (teachers, students, recordings, directions, videos...) Listens to and clearly understands other people's ideas and feelings during classroom discussions and presentations

Criteria C: Reading Comprehension

0	The student does not demonstrate any of the given descriptors.
1-2	Shows difficulty in understanding different texts that are not familiar in content Shows difficulty distinguishing central ideas within a text and the details that support them Can identify and/or describe 1-2 elements of a story: character, plot, setting, main ideas, sequence, and/or conclusion Struggles to/Cannot make simple inferences and/or simple conclusions Has difficulty identifying cause- effect relationships and/or build simple sequences between the events Is not able to use context clues to determine the meaning of unknown words
3-4	Shows some difficulty in understanding different texts that are not familiar in content Distinguishes central ideas within a text, but has some difficulties finding the details that support them Can identify and describe some elements of a story: character, plot, setting, main ideas, sequence, and/or conclusion Is able to make simple inferences and/or simple conclusions, but has difficulty supporting them Infers cause- effect relationships and is able to build simple sequences between the events Tries to use context clues to determine the meaning of unknown words, but is not always successful
5-6	Has a very good understanding when reading different texts that are not familiar in content Identifies main ideas and details from a written source Identifies and describes a majority of the elements of a story: characters, plot, setting, main ideas, sequence, and



conclusion Is able to make solid inferences and/or draw conclusions, as well as support them Infers cause-effect relationships and is able to establish the sequence, including less relevant events Uses context clues to determine meaning of unknown words
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Criteria D: Writing

0	The student has not reached any of the following levels of achievement.
1-2	Is not able to apply sentence structure when writing statements and questions Ideas are not relevant and do not support the topic Most of his/her writings lack a coherent paragraph structure Makes major mistakes in punctuation when writing
3-4	Sometimes applies correct sentence structure when writing statements and questions Ideas are relevant but do not necessarily support the topic Sometimes is able to organize his/her writing using narrative, as well as descriptive, paragraph structures Makes minor mistakes in punctuation in their writing
5-6	Is able to apply correct sentence structure when writing statements and questions Ideas are relevant and support the topic Is always able to organize his/her writing using narrative, as well as descriptive, paragraph structures Writes applying punctuation rules (capitalization, period, coma, exclamation and question marks)

Criteria E: Use of Language (vocabulary and grammar)

0	The student has not reached any of the following levels of achievement.
1-2	Has difficulty achieving subject/verb agreement and/or using the correct tense Struggles to demonstrate appropriate sentence structure and applies adequate subject/ predicate and correct word order Has difficulty when using parts of speech (nouns, verbs, pronouns, adjectives, adverbs) Shows major problems applying taught spelling skills
3-4	Has minor difficulty demonstrating appropriate subject/verb agreement, and/ or using the correct tense Usually demonstrates appropriate sentence structure and applies adequate subject/ predicate and/ or correct word order Has some difficulty when using parts of speech (nouns, verbs, pronouns, adjectives, adverbs) Shows minor problems applying taught spelling skills
5-6	Demonstrates appropriate subject/verb agreement, as well as using the correct tense Demonstrates appropriate sentence structure, including having a subject/predicate and correct word order Makes appropriate use of parts of speech (nouns, verbs, pronouns, adjectives, adverbs) Writes applying taught spelling skills