

Visual Arts - Grade 5

	4 - Excelling	3 - Meeting	2 - Approaching	1 – Working Below
Create - 5	Consistently shows strong evidence of knowledge of processes and techniques taught.	Often shows evidence of knowledge of processes and techniques taught.	Sometimes shows evidence of knowledge of processes and techniques taught.	Rarely shows evidence of knowledge of processes and techniques taught.
	Creatively and independently applies and experiments with new techniques and media.	Often applies and experiments with new techniques and media.	Sometimes applies and experiments with new techniques.	Rarely applies and experiments with new techniques.
	Consistently and thoughtfully problem solves and takes risks	Often problem solves and takes risks.	Sometimes problem solves and takes risks.	Rarely problem solves and takes risks.
Connect & Communicate - 5	Consistently respects and makes safe use of the tools and working spaces.	Often respects and makes safe use of the tools and working spaces.	Sometimes respects and makes safe use of the tools and working spaces.	Rarely respects and makes safe use of the tools and working spaces.
	Consistently works independently and knows when to seek support.	Often works independently and knows when to seek support.	Sometimes works independently, but often requires support.	Rarely works independently.
	Consistently problem solves and works cooperatively with others.	Often problem solves and works cooperatively with others	Sometimes problem solves and works cooperatively with others	Rarely problem solves or works cooperatively with others
	Consistently contributes meaningful ideas/responses during art talks.	Often contributes meaningful ideas/responses during art talks	Sometimes contributes meaningful ideas/responses during art talks	Rarely contributes meaningful ideas/responses during art talks
	Clearly and thoughtfully discusses choices made and personal meanings in art.	Appropriately discusses choices made and personal meanings in art.	Attempts to explain choices made and personal meanings in art.	Unable/unwilling to explain choices made and personal meanings in art.
	Consistently uses precise art terminology and demonstrates respect using empathetic and inclusive language when looking at art.	Often uses appropriate art terminology and demonstrates respect using empathetic and inclusive language when looking at art.	Sometimes uses appropriate art terminology and demonstrates respect using empathetic and inclusive language when looking at art.	Rarely uses appropriate art terminology and demonstrates respect using empathetic and inclusive language when looking at art.
	Consistently uses observation, description, analysis and interpretation skills, supported by evidence in the work.	Often uses observation, description, analysis and interpretation skills, supported by evidence in the work.	Sometimes uses observation, description, analysis and interpretation skills.	Rarely uses observation, description, analysis or interpretation skills.

Visual Arts - Grade 5

Evidence: Portfolios, Observation Checklists, Exit Slips, Graphic Organizers, Students Journals, Peer and Self-Evaluations, Photography for 3D works, Art Talks and/or Shows, Responses to Literature, Written responses to various imagery such as graphic novels & comic strips, quizzes, projects, etc.

English Language Arts - Grade 5

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

Reading and Writing Standards:

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Reading%20and%20Writing%20Achievement%20Standards%20End%20of%20Grade%20Five>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Speaking and Listening - 5	Speaking	<p>Intentionally presents ideas/opinions in informal and formal contexts.</p> <p>Contributes thoughtfully to discussions considering the needs, feelings, and rights of others.</p> <p>Monitors word choice, cues, conventions, and message to suit the purpose and impact the audience.</p>	<p>Respectfully shares ideas/opinions in informal and formal contexts.</p> <p>Often, contributes purposefully to discussions considering the needs, feelings, and rights of others.</p> <p>Generally monitors word choice, cues and conventions, and message to suit the audience.</p>
Listening	<p>Understands and responds appropriately to the intent of the message and frequently recognizes hidden intentions.</p> <p>Independently seeks clarification to deepen understanding and listens critically.</p> <p>Consistently uses a range of cues and conventions to understand the speaker.</p>		<p>Generally understands and responds appropriately to the intent of the message.</p> <p>Often seeks clarification and listens critically.</p> <p>Routinely uses cues and conventions to understand the speaker.</p>	<p>At times has a superficial understanding of the message, needs some prompting to go beyond the obvious.</p> <p>Sometimes seeks clarification. Sometimes listens actively.</p> <p>Sometimes needs prompting to use cues and conventions to understand the speaker.</p>	<p>Seldom responds to the message even with prompting.</p> <p>Rarely seeks clarification. Rarely listens actively.</p> <p>Hardly ever uses cues and conventions to understand the speaker.</p>
Evidence: Personal Goals and Student Self-Reflection, Observation checklists, Impromptu Speaking, Question and Response Quality Rubric					

English Language Arts - Grade 5

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below	
		Reading and Viewing - 5		Strategies and Behaviours	<p>Consistently adjusts strategies to construct meaning from texts, even when texts are unfamiliar.</p> <p>Makes insightful predictions based on a variety of textual details.</p>	<p>Routinely adjusts strategies to construct meaning. May need reminders with unfamiliar texts.</p> <p>Reads most unfamiliar words. Makes predictions based on a variety of textual details.</p>
Comprehension	<p>Consistently attends to important information in large amounts of grade-level texts to obtain literal and implied meanings.</p> <p>Interprets text features and literary phrasing.</p> <p>Always expresses personal points of view, evaluates texts, and provides relevant and insightful details in responses.</p>			<p>Usually attends to important information in shorter grade-level texts to obtain literal and implied meanings.</p> <p>Is beginning to interpret text features and literary phrasing.</p> <p>Often expresses personal points of view, evaluates texts, and provides adequate details in responses.</p>	<p>Occasionally attends to important information in grade-level texts to obtain literal and implied meanings.</p> <p>Occasionally expresses personal points of view and needs support to interpret text features and literary phrasing.</p> <p>Responses reflect a surface-level understanding of the text.</p> <p>Demonstrates appropriate comprehension when reading texts below grade level.</p>	<p>Has difficulty obtaining important information from grade-level texts.</p> <p>Comprehends texts well-below grade level.</p>

English Language Arts - Grade 5

Level of Text Complexity*	<p>Independently selects and reads texts at a complexity considered on target/ at grade level.</p> <p>Independently chooses to read some texts at a higher level.</p>	<p>Selects and reads texts at a complexity considered on target/ at grade level.</p>	<p>Selects and reads independently below target (not more than one year).</p> <p>Has some difficulty understanding texts at a complexity considered on target/ at grade level.</p>	<p>Selects and reads independently well-below target (more than one year).</p> <p>Has a great deal of difficulty understanding texts at a complexity considered on target at /grade level.</p>
<p>End-of-grade text complexity for Grade 5 students is described below. Indicators specific to literary and information texts are described in the standards guide.</p> <p>Knowledge demands: a range of topics beyond personal experiences, often requiring cultural, historical or social perspectives; topics that appeal to preadolescents (e.g., pop culture, growing independence)</p> <p>Themes: often more challenging/mature themes/ideas (e.g., war, racial barriers) with age-appropriate characters and/or information, requiring the reader to interpret and connect information/ideas with other texts and subject areas</p> <p>Sentences: a variety of complex sentence structures, including complex, compound and long simple sentences; examples of more complicated use of dialogue and variation in order of phrases, subjects, verbs, objects</p> <p>Language: challenging language (e.g., new and content-specific vocabulary sometimes supported by context or glossary); figurative (e.g., similes, metaphors), descriptive and connotative language; dialect or languages other than English</p> <p>Word complexity: many words with more than 3 syllables, some of which are difficult to decode</p> <p>Graphics/Illustrations: chapter books with no or few illustrations; illustrations/photographs that represent and extend text in nonfiction</p> <p>Layout: many lines of print on a page, organized in paragraphs with standard-sized font (some examples of dense print); variation in layout within same text</p>				
<p>Evidence: Student Reading Logs, Reading Conferences for Comprehension, Book Talks, Observation Checklists for Strategies and Behaviours, Students Personal Reading Goals, ACRAR Reading Assessment,</p>				

English Language Arts - Grade 5

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Writing and Representing - 5	Strategies and Behaviours	<p>Consistently employs grade-level strategies.</p> <p>Drafts show attention to developing a main idea with specific and relevant details.</p> <p>Writes independently due to increase control of conventions. Errors typically related to risk-taking.</p>	<p>Generally employs grade-level strategies.</p> <p>Drafts include a main idea and sufficient information to influence the reader.</p> <p>Uses an editing checklist with minimal support. Rereads for fluency, substitutes ideas, uses criteria to select/share.</p>	<p>With some support uses grade-level strategies to generate drafts and pieces of drafts.</p> <p>Needs prompting with editing, to focus on a main idea and to complete a piece of writing.</p>	<p>Requires a great deal of direction to use strategies and behaviours outlined in the end-of-Grade 5 standards.</p> <p>Rarely completes a piece of writing independently.</p>
	Traits	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces are purposeful and easy to understand, with few errors.</p>	<p>Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in multiple pieces.</p> <p>Published pieces are clear with enough specific information to communicate the writing purpose. Errors do not interfere with meaning.</p>	<p>Demonstrates most aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in pieces.</p> <p>Published pieces may be vague and unfocused in places, may have many errors but the writing meets basic requirements to communicate the purpose. Overall, meaning is understood by audience.</p>	<p>May demonstrate some aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time but drafts and pieces of drafts may be repetitive, copied, unclear, or unfocused.</p> <p>Published pieces are difficult to follow and do not meet basic requirements. Errors interfere with meaning.</p>

English Language Arts - Grade 5

Text Forms	<p>Selects forms and presentation mode (written, visual, multimedia) based on audience and purpose.</p> <p>Includes features according to form.</p>	<p>Follows directions to organize according to form, considers audience and purpose.</p> <p>Often includes features according to form.</p>	<p>With prompting, follows directions to organize according to form, considers audience and purpose.</p> <p>With prompting, includes features according to form.</p>	<p>Is unable to follow directions to organize according to form. Is unclear about audience and purpose.</p> <p>Resists using organization tools and/or uses them ineffectively.</p>
	Evidence: Personal Goals, Writing Pieces, Writing Process Checklist, Word Work			

French Immersion - Grade 5

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Speaking and Listening - 5	Oral Comprehension (Listening)	<p>Consistently understands precise and pertinent information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Consistently understands the main points of a message and changes of topic.</p> <p>Consistently follows instructions and direction in a variety of situations.</p>	<p>Routinely understands precise and pertinent information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Usually understands the main points of a message and changes of topic.</p> <p>Usually follows simple instructions and directions in certain situations.</p>	<p>Partially understands precise and pertinent information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Occasionally understands the main points of a message and changes of topic.</p> <p>Occasionally and with some difficulty can follow simple and instructions directions.</p>	<p>Rarely understands precise and pertinent information and questions, as well as have conversations regarding personal information and daily life with someone who speaks clearly (e.g., family, friends, activities).</p> <p>Seldom follows the main points of a message and changes of topic with visual aids (tone, gestures, etc.).</p> <p>Rarely able to follow simple instructions and directions</p>
	Oral Production (Speaking)	<p>Efficiently describes people, places, animals, events, and things that are of interest (e.g., family, home, school, activities).</p> <p>Always shares something well known or experienced in the form of a simple sequence (e.g., party, school event).</p>	<p>Effectively describes people, places, animals, events, and things that are of interest (e.g., family, home, school, activities).</p> <p>Usually shares something well known or experienced in the form of a simple sequence (e.g., party, school event).</p>	<p>Describes people, places, animals, events, and things that are of interest (e.g., family, home, school, activities) with support and prompting.</p> <p>To some extent shares something well known or experienced in the form of a simple sequence (e.g., party, school event).</p>	<p>Nominally describes people, places, animals, events, and things that are of interest (e.g., family, home, school, activities) with support and prompting.</p> <p>Rarely shares something well known or experienced in the form of a simple sequence with considerable support (e.g., party, school event).</p>

French Immersion - Grade 5

Oral Interaction (Speaking and Listening)	<p>Consistently asks for clarification when something is not understood.</p> <p>Consistently uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support).</p> <p>Promptly expresses certain feelings and ask people how they feel regarding general events, preferences, etc.</p> <p>Frequently exchanges information, ask questions and reacts to everyday matters.</p> <p>Consistently participates in small/whole group discussions to accomplish various tasks.</p>	<p>Often asks for clarification when something is not understood.</p> <p>Often uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support).</p> <p>Readily expresses certain feelings and ask people how they feel regarding general events, preferences, etc.</p> <p>Generally exchanges information, ask questions and reacts to everyday matters.</p> <p>Routinely participates in small/whole group discussions to accomplish various tasks.</p>	<p>Occasionally asks for clarification when something is not understood with prompting.</p> <p>Sometimes uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support) with prompting.</p> <p>Occasionally expresses certain feelings and ask people how they feel using simple words regarding general events, preferences, etc.</p> <p>Partially exchanges information, ask questions and reacts to everyday matters.</p> <p>Partially participates in small/whole group discussions to accomplish various tasks.</p>	<p>Rarely asks for clarification when something is not understood with prompting.</p> <p>Rarely uses a variety of strategies to communicate messages when lacking vocabulary (e.g., using gestures, describing, visual support) with prompting.</p> <p>Rarely expresses certain feelings and ask people how they feel using simple words with support regarding general events, preferences, etc.</p> <p>Rarely exchanges information, ask questions and reacts to everyday matters.</p> <p>Rarely to participate in small/whole group discussions to accomplish various tasks.</p>
	Evidence: recording of students, teacher-student conferences, discussions with students, language portfolio, presentations, etc.			

French Immersion - Grade 5

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Reading and Viewing- 5	Strategies and Behaviours	Frequently uses appropriate strategies to help with comprehension of written texts. - phonological awareness to decode words -meaning, structure and visual cues - morphological awareness strategies with support	Generally uses appropriate strategies to help with comprehension of written texts: - phonological awareness to decode words -meaning, structure and visual cues - morphological awareness strategies with support	Occasionally uses appropriate strategies to help with comprehension of written texts. - phonological awareness to decode words -meaning, structure and visual cues - morphological awareness strategies with support	Rarely uses appropriate strategies to help with comprehension of written texts. - phonological awareness to decode words -meaning, structure and visual cues - morphological awareness strategies with support
		Frequently uses intonation, expression and respects punctuation	Often uses intonation, expression and respects punctuation	Sometimes uses intonation, expression and respects punctuation	Rarely to use intonation, expression and respects punctuation
		Consistently recognizes sounds (e.g., aille, ien, ouille).	Routinely recognizes simple and complex sounds (e.g., aille, ien, ouille).	Sometimes recognizes simple and complex sounds (e.g., aille, ien, ouille).	Seldom recognizes simple and complex sounds (e.g., aille, ien, ouille).
		Consistently uses comprehension strategies for understanding throughout reading: -clarify, predict, visualize, retell, question, make inferences	Routinely uses comprehension strategies for understanding throughout reading: -clarify, predict, visualize, retell, question, make inferences	At times uses comprehension strategies for understanding throughout reading: -clarify, predict, visualize, retell, question, make inferences	Hardly ever uses comprehension strategies for understanding throughout reading: -clarify, predict, visualize, retell, question, make inferences
		Promptly exchanges ideas and point of view during various reading activities (e.g., guided reading, shared reading).	Readily exchanges ideas and point of view during various reading activities (e.g., guided reading, shared reading).	Exchanges ideas and point of view during various reading activities with support (e.g., guided reading, shared reading).	Exchanges ideas and point of view during various reading activities with extensive support and prompting (e.g., guided reading, shared reading).

French Immersion - Grade 5

Comprehension	<p>Precisely and thoughtfully answers literal, inferential and critical questions.</p> <p>Consistently summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>Often and effectively answers literal, inferential and critical questions.</p> <p>Easily summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>Attempts and requires some support to answer literal, inferential and critical questions.</p> <p>Sometimes summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>	<p>Has a great deal of difficulty to answer literal, inferential and critical questions.</p> <p>Seldom summarizes and describes the main points and main ideas in narrative, informative, persuasive and procedural texts.</p>
	<p>Regularly demonstrates the ability to compare and analyze the key elements of fiction and non-fiction texts. Frequently demonstrates the ability to compare and analyze the purpose of narrative, informative, persuasive and procedural texts.</p>	<p>Usually demonstrates the ability to compare and analyze the key elements of fiction and non-fiction texts. Generally demonstrates the ability to compare and analyze the purpose of narrative, informative, persuasive and procedural texts.</p>	<p>With prompting demonstrates the ability to compare and analyze the key elements of fiction and non-fiction texts. Sometimes demonstrates the ability to compare and analyze the purpose of narrative, informative, persuasive and procedural texts with some support.</p>	<p>Rarely demonstrates the ability to compare and analyze the key elements of fiction and non-fiction texts with considerable support. Nominally demonstrates the ability to compare and analyze the purpose of narrative, informative, persuasive and procedural texts with support.</p>
Evidence: running records, conferences, guided practices, language portfolios, rubrics, checklists, etc.				

French Immersion - Grade 5

		4 – Excelling	3 – Meeting	2 – Approaching	1 – Working Below
Writing and Representing- 5	Strategies and Behaviours	Frequently describes personal experiences and daily activities using simple and complex sentences (e.g., family, friends, and activities).	Generally describes personal experiences and daily activities using simple and complex sentences (e.g., family, friends, and activities).	To some extent describes personal experiences and daily activities using simple and some complex sentences (e.g., family, friends, and activities).	With limited language nominally describes personal experiences and daily activities using simple and some complex sentences (e.g., family, friends, and activities).
		Regularly writes personal notes (e.g., agenda, journal, reminders).	Usually writes personal notes (e.g., agenda, journal, reminders).	Occasionally writes personal notes (e.g., agenda, journal, reminders).	Seldom writes personal notes (e.g., agenda, journal, reminders).
		With a balanced writing program (e.g., modeling, shared) consistently writes a structured text.	With a balanced writing program (e.g., modeling, shared) generally writes a structured text.	With a balanced writing program (e.g., modeling, shared) occasionally writes a structured text.	With a balanced writing program (e.g., modeling, shared) struggles to write a structured text even with support and prompting.
		Eagerly participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).	Readily participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).	At times participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).	Hardly ever participates and contributes in classroom discussions/activities (e.g., brainstorm, graphic organizers, writing process).
		Skilfully completes the writing process with editing (e.g., plan, draft, revision).	Routinely completes the writing process with editing (e.g., plan, draft, revision).	Superficially completes the writing process with support during editing (e.g., plan, draft, revision).	Inappropriately completes the writing process with support during editing (e.g., plan, draft, revision).
		Consistently uses writing tools and resources (word wall, models, dictionaries, etc.)	Generally uses writing tools and resources (word wall, models, dictionaries, etc.)	Sometimes uses writing tools and resources (word wall, models, dictionaries, etc.)	Rarely or inappropriately uses writing tools and resources (word wall, models, dictionaries, etc.) even with support and prompting

French Immersion - Grade 5

Traits	Regularly applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 5.	Usually applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 5.	Occasionally applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 5 with some support.	Rarely applies and demonstrates the 6 traits of writing (ideas, organization, sentence structure, voice, word choice, conventions) in conjunction with the writing norms for the end of grade 5 with support.
Text Forms	<p>Through a balanced writing program, consistently uses forms:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Consistently selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - audience and purpose - student's knowledge and experiences. 	<p>Through a balanced writing program, generally uses forms:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Generally selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - audience and purpose - student's knowledge and experiences. 	<p>Through a balanced writing program, occasionally uses forms with some support:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Occasionally selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - audience and purpose - student's knowledge and experiences. 	<p>Through a balanced writing program, rarely uses forms with support and prompting:</p> <ul style="list-style-type: none"> - narrative - informative - persuasive - poetic/expressive <p>Rarely selects presentation mode (written, visual, multimedia) to transmit information based on:</p> <ul style="list-style-type: none"> - audience and purpose - student's knowledge and experiences
Evidence: collection of students work overtime (published and not published), journals, language portfolios, conferences, self-reflections, rubrics, checklists, benchmarks assessments, etc.				

Health – Grade 5

Strand: Safety (Protecting Yourself, Your Family and Your Community)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Accurately describes their role in promoting safety and preventing injuries.	Reliably describes their role in promoting safety and preventing injuries.	With describes their role in promoting safety and preventing injuries.	Is not able to describe their role in promoting safety and preventing injuries.
Consistently and confidently explains the human immune system and how it functions in terms of defending the body.	Usually and with some confidence explains the human immune system and how it functions in terms of defending the body.	Occasionally and with some prompting explains the human immune system and how it functions in terms of defending the body.	Is not able to explain the human immune system and how it functions in terms of defending the body.
Regularly lists the effects of disease on the human body.	Routinely lists the effects of disease on the human body.	Partially lists the effects of disease on the human body.	Hardly ever lists the effects of disease on the human body.
Accurately describes intentions and importance of positive supportive touches and matches appropriate feelings to them.	Reliably describes intentions and importance of positive supportive touches and matches appropriate feelings to them.	Somewhat describes intentions and importance of positive supportive touches and matches appropriate feelings to them.	Is not able to describe intentions and importance of positive supportive touches and matches appropriate feelings to them.

Strand: Wellness (Personal Wellness)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expertly lists the benefits of physical activity.	Easily lists the benefits of physical activity.	With prompting lists the benefits of physical activity.	Is not able to list the benefits of physical activity.
Accurately assesses their own eating habits.	Reliably assesses their own eating habits.	Somewhat assesses their own eating habits.	Is not able to assess their own eating habits.
Regularly examines information on the nutritional value of foods.	Routinely examines information on the nutritional value of foods.	Partially examines information on the nutritional value of foods.	Hardly examines information on the nutritional value of foods.

Health – Grade 5

Strand: Growing Up (Growth and Development)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently describes the importance of proper hygiene practices.	Easily describes the importance of proper hygiene practices.	Partially describes the importance of proper hygiene practices.	Not able to describes the importance of proper hygiene practices.
Regularly lists changes that occur as a result of puberty.	Routinely lists changes that occur as a result of puberty.	Partially lists changes that occur as a result of puberty.	Hardly ever lists changes that occur as a result of puberty.

Strand: Helpful and Harmful Substances (Use, Misuse and Abuse of Materials)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Accurately explains healthy decision making.	Reliably explains healthy decision making.	Somewhat explains healthy decision making.	Is not able to explain healthy decision making.
Regularly lists the consequences of smoking.	Routinely lists the consequences of smoking.	At times lists the consequences of smoking.	Hardly ever lists the consequences of smoking.
Consistently compares stimulates and depressants, as well as identifies their effects.	Usually compares stimulates and depressants, as well as identifies their effects.	Occasionally compares stimulates and depressants, as well as identifies their effects.	Never compares stimulates and depressants, as well as identifies their effects.
Thoughtfully describes how media messages affect attitudes about themselves and others.	Generally describes how media messages affect attitudes about themselves and others.	With some difficulty describes how media messages affect attitudes about themselves and others.	Is not able to describe how media messages affect attitudes about themselves and others.

Intensive French – Grade 5

*Page numbers in the evidence section refer to page numbers in the curriculum guide for [Intensive French](#)

Speaking & Listening CEFR Level - A2.1 (Échelle Orale Provinciale attendue à la fin de l'année: Basic Low)

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Comprehension of Oral Texts (Écouter/Compréhension orale)	<p>Always has sufficient comprehension to meet immediate needs, provided that people speak slowly and clearly</p> <p>Easily understands simple information and questions about family, hobbies, and daily life</p>	<p>Usually has sufficient comprehension to meet immediate needs, provided that people speak slowly and clearly</p> <p>Generally understands simple information and questions about family, hobbies, and daily life</p>	<p>Occasionally has sufficient comprehension to meet immediate needs, provided that people speak slowly and clearly</p> <p>With prompting, understands simple information and questions about family, hobbies, and daily life</p>	<p>Seldom has sufficient comprehension to meet immediate needs, even when people speak slowly and clearly</p> <p>Rarely able to understand simple information and questions about family, hobbies, and daily life</p>
Oral Communication (Prendre part à une conversation)	<p>Communicates messages with considerable ease and confidence, using complete and detailed sentences</p> <p>Exchanges information about everyday matters, using increasingly complex vocabulary</p> <p>Asks and answers questions about a past event with ease</p>	<p>Communicates messages with some ease and confidence, using complete sentences, with some detail</p> <p>Exchanges information about everyday matters, using simple structures</p> <p>Asks and answers simple questions about a past event</p>	<p>Communicates messages with some hesitation, using some incomplete sentences and with some mistakes</p> <p>With support, exchanges some information about everyday matters, with limited vocabulary</p> <p>With support, asks and answers simple questions about a past event</p>	<p>Communicates messages with much hesitation, using words rather than sentences, making frequent mistakes</p> <p>Seldom able to exchange information about everyday matters</p> <p>Rarely able to ask and answer simple questions about a past event</p>
Oral Communication (S'exprimer oralement en continu)	<p>Efficiently able to satisfy basic survival needs and minimum courtesy requirements</p> <p>In areas of immediate need or on very familiar topics, asks and answers simple questions with ease</p> <p>Regularly describes likes and dislikes while adding some details</p>	<p>Generally able to satisfy basic survival needs and minimum courtesy requirements</p> <p>In areas of immediate need or on very familiar topics, generally asks and answers simple questions</p> <p>Routinely describes likes and dislikes</p>	<p>With support, is able to satisfy basic needs and minimum courtesy requirements using learned statements</p> <p>*With prompting, in areas of immediate need or on very familiar topics, sometimes is able to ask and answer simple questions</p> <p>With prompting, describes likes</p>	<p>Rarely able to satisfy immediate needs using learned statements</p> <p>Is seldom able, even with support, to ask and answer simple questions in areas of immediate need or on very familiar topics</p> <p>Rarely is able to describe likes and dislikes even with support</p>

Intensive French – Grade 5

	Talks about upcoming or past events on familiar topics Consistently describes hobbies and interests, adding in some details	Briefly talks about upcoming or past events on familiar topics Generally describes hobbies and interests	and dislikes With prompting, briefly talks about upcoming or past events on familiar topics With support, occasionally describes hobbies and interests	Rarely talks about upcoming or past events on familiar topics even with support Describes hobbies and interests with a great degree of difficulty and limited vocabulary
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Evidence: Sample rubric for oral communication (based on communication functions in unit) p. 82 Teacher uses this rubric to make observations while doing the eight strategies or using the communication functions; rubrics can be customized on descriptors in New Brunswick Oral Proficiency Scale p.p. 144-149, Student Passport with Can Do statements p.119, [Portfolio de langue pour le français intensif](#); *Rubrique d'évaluation hebdomadaire pour l'oral* p. 143

Reading & Viewing:

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Level of Text Complexity (Lire/Compréhension écrite)	Consistently recognizes high frequency words Efficiently uses letter-sound relationships along with meaning and language to solve words Consistently uses images and print text to construct meaning	Usually recognizes high frequency words Knows many letter-sound relationships and generally uses them to solve words Routinely uses images and some print text to construct meaning	Sometimes recognizes high frequency words Knows some letter-sound relationships and with support, uses them to solve words Occasionally uses images to construct meaning	Seldom recognizes high frequency words With support, identifies some sounds in words and is beginning to work towards building letter-sound relationships Seldom uses information from images to construct meaning
Fluency/Accuracy	Consistently reads orally and fluently known texts using punctuation	Generally reads orally known texts, using punctuation and with little hesitation (fluency)	Is able to read orally known texts using punctuation, but with some hesitation (fluency)	Has difficulty reading orally known text, even with support
Comprehension (Lire/Compréhension écrite)	Easily understands short, simple texts containing familiar vocabulary (narrative story, message du jour)	Understands short, simple texts containing familiar vocabulary (narrative story, message du jour)	With support, understands short, simple texts containing familiar vocabulary (narrative story, message du jour)	Has difficulty understanding short, simple texts containing familiar vocabulary, even with support

Evidence: Daily Observation Chart for Reading p. 87, *Comportements liés aux connaissances et aux habilités en lecture* p. 160, Assessing Fluency and comprehension p.p.85-86, characteristics of a reader in transition p. 83-84; additional reading rubrics p.p. 151-153 Can-Do statements p.109-117, [Portfolio de langue pour le français intensif](#),

Intensive French – Grade 5

Writing & Representing

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Process (Écrire/Expression écrite)	<p>Communicates written messages using complete and detailed sentences; applies writing strategies</p> <p>Regularly extends writing text from modeled writing piece, adding relevant details while maintaining focus on topic</p> <p>Skillfully uses classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Communicates written messages using sentences with some personalized detail; generally applies writing strategies</p> <p>Usually adapts writing text from modeled writing piece and may add relevant details while generally maintaining focus on topic</p> <p>Appropriately uses classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Communicates written messages using sentences that are often incomplete; sometimes applies writing strategies</p> <p>Sometimes adapts writing text from modeled writing piece, may add some details, not necessarily pertaining to topic</p> <p>Requires support when using classroom tools (word wall, classroom reading materials) to support writing</p>	<p>Communicates written messages using words rather than sentences; rarely applies writing Strategies</p> <p>Has difficulty adapting writing text from modeled writing piece, requires support</p> <p>Rarely uses classroom tools (word wall, classroom reading materials) to support writing</p>
Traits (Écrire/Expression écrite)	<p>Demonstrates all aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of strong writing (<i>normes de performance élevées 5e</i>) as evidenced over time in multiple texts</p>	<p>Usually demonstrates all aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of appropriate writing (<i>normes de performance appropriées 5e</i>) as evidenced over time in multiple texts</p>	<p>Partially demonstrates most aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of appropriate writing (<i>normes de performance appropriées 5e</i>) as evidenced over time in multiple texts</p>	<p>Rarely demonstrates aspects introduced (ideas, organization, sentence structure, word choice, voice and conventions) of appropriate writing (<i>normes de performance appropriées 5e</i>) as evidenced over time in multiple texts</p>
Forms (Écrire/Expression écrite)	<p>Creates a strong written text (personal and narrative) based on a model provided in class</p> <p>Writes efficiently, adding relevant details about topics such as school, family and pets, hobbies, friends and daily activities</p>	<p>Creates an appropriate written text (personal and narrative) based on a model provided in class</p> <p>Writes effectively and may add relevant details about topics such as school, family and pets, hobbies, friends and daily activities</p>	<p>With support, creates an appropriate written text (personal and narrative) based on a model provided in class</p> <p>Writes with prompting about topics such as school, family and pets, hobbies, friends and daily activities</p>	<p>Rarely is able to create an appropriate written text (personal and narrative) based on a model provided in class</p> <p>Even with support, has difficulty writing about topics such as school, family and pets, hobbies, friends and daily activities</p>

Intensive French – Grade 5

Evidence: Assessing Writing in the IF Program p. 88, *Normes de performance en écriture* p.p. 90-103, Can-Do statements in Passport p.p. 109-117, [Portfolio de langue pour le français intensif](#), additional sample writing rubrics p.p. 155-156

Math – Grade 5

Number

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands-	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently represents, compares and orders a wide range of whole numbers, decimals and fractions accurately	Routinely represents, compares and orders whole numbers, decimals and fractions accurately	Sometimes represents, compares and orders whole numbers, decimals and fractions accurately; may require pictorial or other representations	Rarely represents, compares and orders whole numbers, decimals and fractions, even with concrete or pictorial representations	
	Consistently makes connections between a wide range of whole numbers, decimals, and fractions	Routinely makes connections between whole numbers, decimals, and fractions	Sometimes makes connections between whole numbers, decimals, and fractions	Rarely makes connections between whole numbers, decimals, and fractions	
	Consistently uses benchmarks and patterns effectively and efficiently	Routinely and effectively uses benchmarks and patterns	Sometimes uses benchmarks and patterns	Rarely uses benchmarks and patterns	
	Makes efficient, logical estimates to predict outcomes and check for reasonableness	Routinely makes effective, logical estimates to predict outcomes and check for reasonableness	Sometimes makes effective, logical estimates to predict outcomes and check for reasonableness	Rarely makes logical estimates to predict outcomes or check for reasonableness	
	Uses strategies (including mental math) effectively and efficiently	Routinely uses strategies (including mental math) effectively	Sometimes uses strategies (including mental math) effectively	Rarely uses strategies effectively (including mental math)	
	Consistently explains strategies and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning, or explanations may be incomplete	Has difficulty explaining strategies and reasoning	
Rarely makes minor errors	Few minor errors	Some major errors	Many major errors		
<p>Evidence: (following Statistics and Probability section) Glossary of key words: (following Evidence section at end of document)</p>					

Math – Grade 5

Patterns and Relations

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands-	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently identifies, describes, represents and extends a wide range of patterns	Routinely and accurately identifies, describes, represents and extends patterns	Sometimes identifies, describes, represents and extends patterns	Rarely identifies, describes, represents and extends patterns	
	Consistently and independently includes precise labels and headings in tables and other representations	Routinely includes appropriate labels and headings in tables and other representations	Sometimes includes appropriate labels and headings in tables and other representations	Rarely includes labels and headings in tables and other representations	
	Consistently and independently makes connections among a wide range of representations of patterns (symbolic, tables, charts, pictorial, concrete)	Routinely makes connections among various representations of patterns (symbolic, tables, charts, pictorial, concrete)	Sometimes makes connections among various representations of patterns (symbolic, tables, charts, pictorial, concrete)	Rarely makes connections among various representations of patterns (symbolic, tables, charts, pictorial, concrete)	
	Consistently and independently uses patterns and relationships to solve a wide range of problems	Routinely uses patterns and relationships to solve problems	Sometimes uses patterns and relationships to solve problems	Rarely uses patterns and relationships to solve problems	
	Consistently and independently explains patterns and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains patterns and reasoning	Sometimes explains patterns and reasoning	Has difficulty explaining patterns and reasoning	
	Consistently and independently represents and solves a wide range of equations	Routinely represents and solves equations	Sometimes represents and solves equations	Rarely represents, describes, and solves equations	
Rarely makes minor errors	Few minor errors	Some major errors	Many major errors		
<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>					

Math – Grade 5

Shape and Space

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands-	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently and independently solves a wide range of problems involving area and perimeter of rectangles	Routinely and accurately solves problems involving area and perimeter of rectangles	Sometimes solves problems involving area and perimeter of rectangles	Has difficulty solving problems involving area and perimeter of rectangles	
	Consistently and independently estimates, using referents	Routinely and appropriately estimates, using referents	Sometimes estimates appropriately, using referents	Has difficulty estimating, using referents	
	Consistently and independently measures length, volume and capacity with correct units	Routinely and accurately measures length, volume and capacity with correct units	Sometimes measures length, volume and capacity with correct units	Has difficulty measuring length, volume and capacity appropriately with correct units	
	Consistently explains strategies and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning or explanations may be incomplete	Has difficulty explaining strategies and reasoning	
	Consistently and independently uses attributes to correctly describe and compare a wide range of 2-D shapes and 3-D objects	Routinely and accurately uses attributes to correctly describe and compare 2-D shapes (especially quadrilaterals) and 3-D objects	Sometimes uses attributes to correctly describe and compare 2-D shapes (especially quadrilaterals) and 3-D objects	Has difficulty using attributes to correctly describe and compare 2-D shapes and 3-D objects	
	Consistently identifies, describes, predicts and draws single transformations of complex shapes	Routinely and accurately identifies, describes, predicts and draws single transformations of simple shapes	Sometimes identifies, describes, predicts and draws single transformations	Has difficulty identifying, describing, predicting and drawing single transformations	
	Consistently uses precise labels (including units) in diagrams, drawings are proportional	Routinely and accurately uses appropriate labels (including units) in diagrams; drawings are proportional	Sometimes uses appropriate labels (including units) in diagrams; drawings may not be proportional	Rarely uses appropriate labels (including units) in diagrams	
	Rarely makes minor errors	Few minor errors	Some major errors	Many major errors	
	<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>				

Math – Grade 5

Statistics and Probability

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Expectations included in all 4 strands-	Consistently uses precise mathematical language	Routinely uses correct mathematical language	Sometimes uses correct mathematical language	Rarely uses correct mathematical language	
	Consistently and independently makes appropriate connections among concrete, pictorial and symbolic representations	Routinely makes effective connections among concrete, pictorial and symbolic representations	Sometimes makes connections among concrete, pictorial and symbolic representations with support	Rarely makes connections among concrete, pictorial and symbolic representations	
	Consistently and independently selects and applies appropriate strategies to solve a range of complex problems	Routinely selects and applies appropriate strategies to solve problems	Sometimes selects and applies appropriate strategies to solve problems	Rarely selects or applies appropriate strategies to solve problems	
	Consistently and independently makes insightful connections between and within the different strands of mathematics	Routinely makes effective connections between and within the different strands of mathematics	Sometimes makes connections between and within the different strands of mathematics	Rarely makes connections between and within the different strands of mathematics	
	Consistently selects appropriate strategies for collecting (first-hand) or finding (second-hand) data to solve a wide range of problems	Routinely selects appropriate strategies for collecting (first-hand) or finding (second-hand) data to solve problems	Sometimes selects appropriate strategies for collecting (first-hand) or finding (second-hand) data to solve problems	Rarely selects appropriate strategies for collecting (first-hand) or finding (second-hand) data to solve problems	
	Consistently organizes data in a format appropriate to a wide range of purposes and problems	Routinely organizes data in a format appropriate to purpose, and to solve problems	Sometimes organizes data in a format appropriate to purpose, and to solve problems	Rarely organizes data in a format appropriate to purpose, and to solve problems	
	Consistently includes precise labels in tables and graphs	Routinely includes appropriate labels in tables and graphs	Sometimes includes appropriate labels in tables and graphs	Rarely includes labels in tables and graphs	
	Consistently interprets data in a wide range of graphs appropriately	Routinely interprets data in graphs appropriately to answer questions and solve problems	Sometimes interprets data in graphs appropriately	Has difficulty interpreting data in graphs appropriately	
	Consistently describes, makes predictions and compares possible outcomes in a wide range of contexts	Routinely describes, makes predictions and compares possible outcomes	Sometimes describes, makes predictions and compares possible outcomes	Has difficulty describing, making predictions and comparing possible outcomes	
	Consistently designs and conducts a wide range of probability experiments for given likelihood	Routinely designs and conducts probability experiments for given likelihood	Sometimes designs and conducts probability experiments for given likelihood	Has difficulty designing and conducting probability experiments for given likelihood	
	Consistently explains strategies and reasoning with clarity, precision, and thoroughness	Routinely and clearly explains strategies and reasoning	Sometimes explains strategies and reasoning, or explanations may be incomplete	Has difficulty explaining strategies and reasoning	
	Rarely makes minor errors	Few minor errors	Some major errors	Many major errors	
	<p>Evidence: (following Statistics and Probability section)</p> <p>Glossary of key words: (following Evidence section at end of document)</p>				

Evidence of Learning: Suggested Sources

Observations:

- Observe students using models (materials and manipulatives) and diagrams
- Observe students playing games.
- Observe students completing tasks
- Observe student presentations and demonstrations
- Use listening checklist of mathematical language
- Notes from guided math sessions
- “Gallery” walks

Conversations (oral/written):

- Conferences
- Interviews
- Whole class and group discussions
- Guided tasks
- Math talks
- Math journal entry
- Exit slips (written responses)
- Self- and peer assessment and reflection

Products:

- Quizzes (oral/written)
- Projects
- Tests
- Graphs
- Song, poem, art
- Work samples
- Exit slips or other responses to questions
- Math journal entry
- Photos of student use of models
- Group problem solving records
- Portfolios

Math – Grade 5

Glossary

Appropriate: is aligned with the expectations of the curriculum document (e.g., *Routinely selects and applies appropriate strategies to solve problems*).

Benchmarks: numbers used to compare and order other numbers (e.g., 5, 10, 25, 50, 100).

Concrete representation: using materials/manipulatives (e.g., counters, pattern blocks) to show a mathematical concept or solve a problem

Consistently: always acting or behaving in the same way and of the same quality

Effective: approach used consistently provides an accurate solution

Efficient: approach used has minimal number of steps (based on the expectations of the curriculum) and consistently provides an accurate solution

Pictorial representation: using drawings/diagrams (e.g., drawings of the model, number lines) to show a mathematical concept or solve a problem

Rarely: not often; even with support

Referent: a concrete representation of a quantity or a unit of measurement (it is helpful if the representation is personally meaningful)

Routinely: done very often with no support

Sometimes: occasionally and/or with support

Subitizing: using familiar arrangements of objects to determine how many there are without counting (e.g., dice)

Symbolic representation: using numbers and mathematical symbols (e.g., 9, +, ÷) to show a mathematical concept or solve a problem

Music - Grade 5

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Create - 5	Consistently with independence demonstrates an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.	Often demonstrates an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.	Sometimes demonstrates an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.	Has difficulty demonstrating an awareness of rhythmic and melodic concepts, form and texture, through language, movement and performance.
	Consistently with independence, is able to sing/play solo or as part of an ensemble with emphasis on note reading, harmony, phrasing and range.	Often is able to sing/play solo or as part of an ensemble with emphasis on note reading, harmony, phrasing and range.	Sometimes is able to sing/play solo or as part of an ensemble with emphasis on note reading, harmony, phrasing and range.	Has difficulty singing/playing solo or as part of an ensemble with emphasis on note reading, harmony, phrasing and range.
Connect & Communicate - 5	Consistently with independence compares and contrasts styles of music from a variety of cultural and historical contexts.	Often compares and contrasts styles of music from a variety of cultural and historical contexts.	Sometimes is able to compare and contrast styles of music from a variety of cultural and historical contexts.	Has a difficulty comparing and contrasting style of music from a variety of cultural and historical contexts.
	Consistently with independence demonstrates an awareness of musicians in their community.	Often demonstrates an awareness of musicians in their community.	Sometimes demonstrates an awareness of musicians in their community.	Has difficulty demonstrating an awareness of musicians in their community.
	Consistently with independence recognizes common orchestral instrument families by sight and sound.	Often recognizes common orchestral instrument families by sight and sound.	Sometimes recognizes common orchestral instrument families by sight and sound.	Has difficulty recognizing common orchestral instrument families by sight and sound.
	Consistently with independence reflects on their own music making and is able to compare experiences with others'.	Often reflects on their own music making and is able to compare experiences with others'.	Sometimes reflects on their own music making and is able to compare experiences with others'.	Has difficulty reflecting on their own music making and has difficulty comparing experiences with others'.
	Consistently with independence is able to create and notate a short musical work.	Often is able to create and notate a short musical work.	Sometimes is able to create and notate a short musical work.	Has difficulty creating and notating a short musical work.
	Consistently with independence expresses and communicates thoughts, experiences and feelings through music and imagery.	Often expresses and communicates thoughts, experiences and feelings through music and imagery.	Sometimes expresses and communicates thoughts, experiences and feelings through music and imagery.	Has difficulty expressing and communicating thoughts, experiences and feelings through music and imagery.

Music - Grade 5

Evidence: Small/Large ensemble performance with individual assessment using tools such as student devised rubrics, self-assessments, peer assessments, video/audio evidence, etc. Musical Composition created using various means such as GarageBand, traditional notation, soundscape, Finale, Sibelius, NoteFlight or other various notation software programs. Listening journals, exit slips, observation checklists, Composer and/or Book talks, quizzes, etc.

Personal Development and Career Planning – Grades 3-5

Personal Development

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Effectively communicates thoughts and feelings to others; shows an awareness of the effect people have on the feelings of others; demonstrates empathy.	Purposefully identifies and communicates feelings to others; identifies the need for empathy for the feelings of others.	Identifies and communicates basic feelings of self and others; acknowledges the similarities and differences of others.	Seldom able to: -identify or communicate basic feelings of self and others; acknowledge the similarities and differences of others
Consistently resolves their own and others' conflicts without the use of physical aggression.	Often uses active listening skills, adequately implements basic conflict-management strategies, and knows when to seek assistance.	Exhibits limited ability to use active listening skills and to articulate thoughts when interacting with others.	Rarely able to use active listening skills and articulate thoughts when interacting with others.
Independently evaluates the results of choices and continues to explore other options.	Effectively applies the problem-solving process.	Capable of listing steps in problem-solving process.	Seldom able to list the steps in the problem-solving process.
Intrinsically motivated to practise responsible behaviour.	Practises responsible behaviour in the school environment.	Inconsistently practises responsible behaviour in the school environment.	Rarely practices responsible behaviour in the school environment.

Personal Development and Career Planning – Grades 3-5

Lifelong Learning

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Uses learning style to develop personal study strategies.	Describes learning style and employs study skills.	Shows limited understanding of learning styles and study skills.	Seldom able demonstrate understanding of learning styles and study skills
Intrinsically motivated to produce quality work.	Acknowledges the relationship between motivation, effort, and performance in the production of quality work.	Limited ability to identify the relationship between motivation, effort, and performance.	Rarely able to identify the relationship between motivation, effort, and performance.
Consistently demonstrates the ability to review and evaluate personal plans.	Demonstrates the ability to develop and monitor a personalized plan for a short-term goal.	Develops a personalized plan with assistance.	Rarely able to develop a personalized plan.
Independently researches how specific skills learned at school relate to various occupations.	Describes how the knowledge and skills learned at school relate to various occupations.	Limited ability to relate how the skills and knowledge learned at school relate to various occupations.	Seldom able to connect how the skills and knowledge learned at school relate to various occupations.

Career Exploration and Planning

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Examines personal benefits derived from various jobs.	Describes various jobs.	Exhibits limited knowledge of jobs and ways to access career information.	Seldom exhibits knowledge of jobs and ways to access career information.
Describes factors that influence career choices and, when given a set of values, interests, and attitudes, would be able to match these to potential occupations.	Identifies factors that influence career choices.	Limited ability to identify the factors that influence career choices.	Rarely exhibits the ability to identify the factors that influence career choices.
Independently develops a personal lifestyle goal to enhance learning.	Sets personal goals for a healthy lifestyle.	Limited ability to identify factors that influence healthy lifestyles.	Rarely exhibits the ability to identify factors that influence healthy lifestyles.

Physical Education Rubrics – Grade 5

Movement Skills and Concepts

Topic	Exceeding	Meeting	Approaching	Working Below
Movement Concepts SCO: 1.1	Consistently demonstrates fluid transitions between dance steps.	Routinely demonstrates fluid transitions between dance steps.	To some extent demonstrates fluid transitions between dance steps.	Rarely demonstrates fluid transitions between dance steps.
	Consistently demonstrates fluid movement sequences with or without equipment.	Routinely demonstrates fluid movement sequences with or without equipment.	At times demonstrates fluid movement sequences with or without equipment.	Not able to demonstrate fluid movement sequences with or without equipment.
Body and Stability Skills SCO: 1.2	Expertly provides different ways that balance can be maintained.	Easily provides different ways that balance can be maintained.	With some difficulty provides different ways that balance can be maintained.	Not able to provide different ways that balance can be maintained.
	Consistently maintains balance for 5 seconds on stationary or moving objects.	Routinely maintains balance for 5 seconds on stationary or moving objects.	With some support maintains balance for 5 seconds on stationary or moving objects.	Unable to maintain balance for 5 seconds on stationary or moving objects.
	Expertly explains the importance of having a focus point to maintain balance.	Easily explains the importance of having a focus point to maintain balance.	With some difficulty explains the importance of having a focus point to maintain balance.	Not able to explain the importance of having a focus point to maintain balance.
	Frequently provides tips to partner on how to maintain balance.	Generally provides tips to partner on how to maintain balance.	Sometimes provides tips to partner on how to maintain balance.	Rarely provides tips to partner on how to maintain balance.
	Consistently maintains balance for 3-5 seconds while working with a partner or in small groups.	Routinely maintains balance for 3-5 seconds while working with a partner or in small groups.	With some support maintains balance for 3-5 seconds while working with a partner or in small groups.	Unable to maintain balance for 3-5 seconds while working with a partner or in small groups.
	Frequently maintains balance during the final phase of movement or a movement sequence.	Generally maintains balance during the final phase of movement or a movement sequence.	Sometimes maintains balance during the final phase of movement or a movement sequence.	Rarely maintains balance during the final phase of movement or a movement sequence.
Fundamental Locomotor Skills and Manipulative	Frequently combines two locomotor skills with a	Generally combines two locomotor skills with a	Sometimes combines two locomotor skills with a	Rarely combines two locomotor skills with a

Physical Education Rubrics – Grade 5

Skills SCO 1.3	smooth transition with activity specific equipment.	smooth transition with activity specific equipment.	smooth transition with activity specific equipment.	smooth transition with activity specific equipment.
	Frequently combines skills with fluidity in a variety of activity specific contexts.	Generally combines skills with fluidity in a variety of activity specific contexts.	Sometimes combines skills with fluidity in a variety of activity specific contexts.	Rarely combines skills with fluidity in a variety of activity specific contexts.
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

Movement Strategies

Topic	Exceeding	Meeting	Approaching	Working Below
Tactics in Simple Games SCO: 2.1	Frequently makes the right choice on where to best place an object to reach a target.	Generally makes the right choice on where to best place an object to reach a target.	Sometimes makes the right choice on where to best place an object to reach a target.	Rarely makes the right choice on where to best place an object to reach a target.
	Frequently selects individual strategies to defend a target.	Generally selects individual strategies to defend a target.	Sometimes selects individual strategies to defend a target.	Rarely selects individual strategies to defend a target.
	Regularly uses open spaces to get on base.	Often uses open spaces to get on base.	To some extent uses open spaces to get on base.	Unable to use open spaces to get on base.
	Consistently uses different tactics such as creating space (varying force, angle and/or direction to gain an advantage); using offensive tactic/shot to move opponent out of position) in net/wall games.	Routinely uses different tactics such as creating space (varying force, angle and/or direction to gain an advantage); using offensive tactic/shot to move opponent out of position) in net/wall games.	At times, uses different tactics such as creating space (varying force, angle and/or direction to gain an advantage); using offensive tactic/shot to move opponent out of position) in net/wall games.	Unable to use different tactics such as creating space (varying force, angle and/or direction to gain an advantage); using offensive tactic/shot to move opponent out of position) in net/wall games.
	Frequently uses different tactics such as creating space (selecting appropriate offensive tactics with or without on object; playing with one player	Generally uses different tactics such as creating space (selecting appropriate offensive tactics with or without on object; playing with	Sometimes uses different tactics such as creating space (selecting appropriate offensive tactics with or without on object; playing with	Rarely uses different tactics such as creating space (selecting appropriate offensive tactics with or without on object; playing with one player

Physical Education Rubrics – Grade 5

	up as in 2v1) reducing space (marking); changing size and shape of a defender and communication in invasion games.	one player up as in 2v1) reducing space (marking); changing size and shape of a defender and communication in invasion games.	one player up as in 2v1) reducing space (marking); changing size and shape of a defender and communication in invasion games.	up as in 2v1) reducing space (marking); changing size and shape of a defender and communication in invasion games.
Evidence	Observations through games, movement tasks and activities; self-assessments, peer assessments, video analysis			

Science – Grade 5

Science, Technology, Society, Environment (STSE)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)	Generally describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)	Sometimes (or with support) describes that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)	Has difficulty (even with support) describing that science and technology uses processes to investigate the natural and constructed world (e.g., multiple trials, re-testing, variations in data)
Independently and consistently describes that science and technology develop over time	Generally describes that science and technology develop over time	Sometimes (or with support) describes that science and technology develop over time	Has difficulty (even with support) describing that science and technology develop over time
Independently and consistently describe ways that science and technology work together	Generally describes ways that science and technology work together	Sometimes (or with support) describes ways that science and technology work together	Has difficulty (even with support) describing ways that science and technology work together
Independently and consistently evaluates reliability of sources	Generally evaluates reliability of sources	Sometimes (or with support) evaluates reliability of sources	Has difficulty (even with support) evaluating reliability of sources
Independently and consistently describe applications of science and technology that have developed in response to human and environmental needs	Generally describes applications of science and technology that have developed in response to human and environmental needs	Sometimes (or with support) describes applications of science and technology that have developed in response to human and environmental needs	Has difficulty (even with support) describing applications of science and technology that have developed in response to human and environmental needs
Independently and consistently describe positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Generally describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Sometimes (or with support) describes positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment	Has difficulty (even with support) describing positive and negative effects that result from applications of science and technology in their own lives, the lives of others, and the environment
Evidence: (following “Knowledge” section)			

Science – Grade 5

Skills: Plan, Perform

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently states clearly testable questions identifying all necessary observable or measurable characteristics	Generally rephrases clearly questions in a testable form identifying necessary observable or measurable characteristics)	Sometimes (or with support) states a question answerable by doing an experiment identifying some observable or measurable characteristics	Has difficulty (even with support) stating a question answerable by doing an experiment seldom identifying observable or measurable characteristics
Independently and consistently selects all relevant variables to test, control, and measure (quantitatively)	Generally selects relevant variables to test, control, and measure	Sometimes (or with support) selects some variables to test, control, and measure	Has difficulty (even with support) identifying variables
Independently and consistently makes prediction supported by scientific learning and research	Generally makes plausible prediction supported by scientific learning	Sometimes (or with support) makes prediction supported by scientific learning	Has difficulty (even with support) making a prediction
Independently and consistently designs experiments to collect intended evidence; steps are complete, concise and can be understood by others	Generally designs experiments to collect intended evidence; steps are complete and can be understood by others	Sometimes (or with support) designs experiments to collect intended evidence; some steps may be incomplete or missing	Has difficulty (even with support) designing a complete experiment
Independently and consistently chooses appropriate materials and equipment	Generally chooses appropriate materials and equipment	Sometimes (or with support) chooses appropriate materials and equipment	Has difficulty (even with support) choosing appropriate materials and equipment
Independently and consistently conducts experiments that control all needed variables	Generally conducts experiments that control most variables	Sometimes (or with support) conducts experiments that controls some variables	Has difficulty (even with support) conducting an experiment that controls some variables
Independently and consistently uses materials, techniques and equipment competently	Generally uses materials, techniques and equipment competently	Sometimes (or with support) mostly uses materials, techniques and equipment competently	Has difficulty (even with support) using materials, techniques and equipment
Independently and consistently measures accurately	Generally measures accurately	Sometimes (or with support) measures accurately	Has difficulty (even with support) measuring accurately
Independently and consistently observes relevant evidence	Generally observes relevant evidence	Sometimes (or with support) observes evidence	Has difficulty (even with support) observing evidence
Independently and consistently records evidence appropriately (symbols, units, labels, readability)	Generally records evidence appropriately (symbols, units, labels, readability)	Sometimes (or with support) records evidence appropriately (symbols, units, labels, readability)	Has difficulty (even with support) recording evidence (symbols, units, labels, readability)
Independently and consistently identifies and uses safety procedures	Generally identifies and uses safety procedures	Sometimes (or with support) identifies and uses safety procedures	Has difficulty (even with support) using safety procedures
Evidence: (following “Knowledge” section)			

Science – Grade 5

Skills: Analyze, Explain

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently organizes and displays evidence efficiently and effectively (charts, graphs, tables)	Generally organizes and displays evidence appropriately and effectively (charts, graphs, tables)	Sometimes (or with support) organizes and displays evidence appropriately (charts, graphs, tables)	Has difficulty (even with support) organizing and displaying evidence appropriately (charts, graphs, tables)
Independently and consistently classifies accurately	Generally classifies accurately	Sometimes (or with support) classifies to some extent	Has difficulty (even with support) classifying
Independently and consistently recognizes and explains patterns and relationships in data	Generally recognizes patterns and relationships in data	Sometimes (or with support) recognizes some patterns in data	Has difficulty (even with support) recognizing patterns
Independently and consistently recognizes and explains patterns and relationships in data	Generally recognizes patterns and relationships in data	Sometimes (or with support) recognizes some patterns in data	Has difficulty (even with support) recognizing patterns
Independently and consistently relates conclusion to prediction based on research	Generally relates conclusion to prediction	Sometimes (or with support) relates conclusion to prediction	Has difficulty (even with support) relating conclusion to prediction
Identifies and explains possible source(s) of error and discrepancies in data with suggestions for improved experimental design	Generally identifies possible source(s) of error and discrepancies in data	Sometimes (or with support) identifies some possible source(s) of error	Has difficulty (even with support) identifying a possible source of error
Independently and consistently identifies 2 or more new testable questions that arise from what was learned	Generally identifies 1-2 new questions that arise from what was learned	Sometimes (or with support) identifies another question that arises from what was learned	Has difficulty (even with support) identifying another question that arises from what was learned
Independently and consistently communicates questions, procedures, and results efficiently and effectively	Generally communicates questions, procedures, and results effectively	Sometimes (or with support) communicates questions, procedures, and results	Has difficulty (even with support) communicating questions, procedures, results
Independently and consistently uses specific science vocabulary appropriately	Generally uses specific science vocabulary appropriately	Sometimes (or with support) uses science vocabulary appropriately	Has difficulty (even with support) using science vocabulary appropriately
Independently and consistently expresses ideas clearly	Generally expresses ideas clearly	Sometimes (or with support) expresses ideas	Has difficulty (even with support) expressing ideas
Independently and consistently collaborates with others	Generally collaborates with others	Sometimes (or with support) collaborates with others	Has difficulty (even with support) collaborating with others
Independently and consistently seeks and respects the views of other	Generally seeks and respects the views of others	Sometimes (or with support) respects the views of others	Has difficulty (even with support) respecting the views of others
Applies findings to other situations			
Evidence: (following “Knowledge” section)			

Science – Grade 5

Knowledge:

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently and consistently demonstrates deep and extensive understanding of concepts	Generally demonstrates understanding of most concepts (4 out of 5 opportunities)	Sometimes (or with support) demonstrates understanding of some concepts (3 out of 5 opportunities)	Has difficulty (even with support) understanding concepts
Independently, consistently and completely describes content and uses specific science vocabulary appropriately	Generally descriptions of content are mostly complete, using specific science vocabulary appropriately	Sometimes (or with support) describes content (sometimes incomplete); science vocabulary used at times	Has difficulty (even with support) describing content; science vocabulary used at times
Independently and consistently communicates knowledge efficiently and effectively (written, oral, and/or visual)	Generally communicates knowledge effectively (written, oral, and/or visual)	Sometimes (or with support) communicates knowledge with some difficulty (written, oral, and/or visual)	Has difficulty (even with support) communicating knowledge (written, oral, and/or visual)
Applies content to new situations			
Evidence: (following “Knowledge” section)			

Evidence of Learning: Suggested Sources

Observations:

- Observe students during “warm up” activities
- Observe students during experiments
- Observe students during group work
- Observe student presentations and demonstrations
- “Gallery” walks

Conversations (oral/written):

- Conferences
- Interviews
- Whole class and group discussions
- Science journal entry
- Exit slips (written responses)
- Self- and peer assessment and reflection

Products:

- Quizzes (oral/written)
- Projects
- Tests
- Work samples
- Exit slips or other responses to questions
- Science journal entry
- Photos of student’s work
- Group problem solving records
- Portfolios

Social Studies - Grade 5

Important: Social studies outcomes are usually specific in terms of concepts to be learned at each Grade level, but generalized in terms of required skills. Since Inquiry has been identified as a critical process underlying all NB social studies curricula, the report card rubrics are designed to include both Knowledge and Inquiry/Skills as strands.

Teachers: Answers to Frequently Asked Questions (FAQ) such as: "Why are skills included?" are available at this link [FAQSS52015](#)

*****It is important to note that English Prime students cover a reduced number of outcomes given their engagement in the Intensive French program**

(see "DRAFT Compacted Curricula: Grade 5" on the NBED Portal:

<https://portal.nbed.nb.ca/tr/cd/Documents/Social%20Studies%20Grade%205%20Compacted%20Curriculum%20DRAFT.pdf>). French Immersion students cover all outcomes.

Knowledge	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>For an explanation of key concepts and related ideas please see the Grade 5 Social Studies Curriculum "Investigating Past Societies" (e.g., "Understanding the past" encompasses important concepts including archeology, primary sources, and oral history [outcome 5.1.1]). Note: In addition to the 3 key concepts listed, FI students cover Environment, Social Structure, and My Society.</i></p>	<p>Frequently able to: -Demonstrate insightful understanding of key concepts related to past societies: Understanding the past; Decision-Making; Interactions.</p>	<p>Generally able to: -Demonstrate general understanding of key concepts related to past societies: Understanding the past; Decision-Making; Interactions.</p>	<p>At times, with support, able to: -Demonstrate emergent understanding of key concepts related to past societies: Understanding the past; Decision-Making; Interactions.</p>	<p>Rarely able, with support, (or not able) to: -Demonstrate emergent understanding of key concepts related to past societies: Understanding the past; Decision-Making; Interactions.</p>
<p>Evidence: individual and/or group presentations, class discussions, writing pieces, projects, peer and self-assessment for group work, etc.</p>				

Inquiry/Skills Research/asking questions	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample purposes for gathering research: understanding, clarification, comparison, determining cause or consequence, etc.</i></p>	<p>Frequently able to: - Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.</p>	<p>Generally able to: - Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.</p>	<p>At times, with support, able to: - Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.</p>	<p>Rarely able, with support, (or not able) to: - Formulate and revise questions for different information gathering purposes including development of main questions and a few sub-questions to guide basic library and internet research.</p>
<p>Evidence: class and/or group brainstorming, peer and self-assessments, formal and informal presentations of information, etc.</p>				

Social Studies - Grade 5

Inquiry/Skills (continued) Evaluating sources	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample onsite and online search strategies: book cover, key word search.</i></p> <p><i>Sample visual and print reading strategies: reread to confirm or clarify meaning, make predictions based on reasoning and related reading.</i></p> <p><i>Sample text features include: table of contents, subheadings, index, glossary, captions, sidebars, charts/diagrams, maps and simple keys/ legends, and bold type).</i></p> <p><i>Sample of very simple clues: headings, key words, visual organization.</i></p> <p><i>Sample visual, oral and written sources: photographs, non-fiction books, oral presentations, basic maps and websites.</i></p>	<p>Frequently able to:</p> <ul style="list-style-type: none"> - Use onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources. - Use visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details. <p>-Identify obvious conclusions in a range of sources, including graphic representations, digital and print reference texts and oral reports.</p>	<p>Generally able to:</p> <ul style="list-style-type: none"> - Use onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources. - Use visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details. <p>-Identify obvious conclusions in a range of sources, including graphic representations, digital and print reference texts and oral reports</p>	<p>At times, with support, able to:</p> <ul style="list-style-type: none"> - Use onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources. - Use visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details. <p>-Identify obvious conclusions in a range of sources, including graphic representations, digital and print reference texts and oral reports.</p>	<p>Rarely able, with support, (or not able) to:</p> <ul style="list-style-type: none"> - Use onsite and online search strategies on easily accessible topics to locate and reference several sources of information using a simple citation; choosing the more relevant sources. - Use visual and print reading strategies, and simple textual aids to locate main ideas and various supporting details. <p>-Identify obvious conclusions in a range of sources, including graphic representations, digital and print reference texts and oral reports.</p>
<p><i>Evidence: class, group, and or individual charts, student self-assessment checklists (based upon assignment rubrics), journals, graphic organizers, projects, class discussions, etc.</i></p>				

Social Studies - Grade 5

Inquiry/Skills(continued) Drawing conclusions	4- EXCELLING	3- MEETING	2- APPROACHING	1- WORKING BELOW
<p><i>Sample comparative relationship: how does the decision making process of First Nations society compare to the decision making process of British society in the 18th century? How is social structure different now compared to medieval times?</i></p> <p><i>Sample causal relationship: how did the environment influence the choice of clothing, dwellings, food, and tools of First Nation and Inuit societies? How did environment impact ancient society?</i></p> <p><i>Sample oral, print and visual sources*: oral accounts, and data including double bar graphs, first and second hand data, a textbook chapter, historical photographs, etc.</i></p> <p><i>*Note: Refer to Literacy Standards for Grade 5 for non-fiction texts standards guide.</i></p>	<p>Frequently able to:</p> <ul style="list-style-type: none"> - Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material *found in oral, print, and visual sources. - Identify several possible options when presented with a basic issue or decision opportunity. Identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice and for not choosing the other options. 	<p>Generally able to:</p> <ul style="list-style-type: none"> - Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material *found in oral, print, and visual sources. - Identify several possible options when presented with a basic issue or decision opportunity. Identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice and for not choosing the other options. 	<p>At times, with support, able to:</p> <ul style="list-style-type: none"> - Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material *found in oral, print, and visual sources. - Identify several possible options when presented with a basic issue or decision opportunity. Identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice and for not choosing the other options. 	<p>Rarely able, with support, (or not able) to:</p> <ul style="list-style-type: none"> - Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material *found in oral, print, and visual sources. - Identify several possible options when presented with a basic issue or decision opportunity. Identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice and for not choosing the other options.
<p>Evidence: <i>written pieces, class, group, and/or individual decision-making, role-playing, debates, work samples, simulations, discussions, charts (i.e., comparison, pros and cons) etc.</i></p>				

Reminder: The primary goal of social studies education is to prepare students to be active citizens who have the knowledge, skills, and disposition to participate in democratic society. For more information please see the NBED Portal Citizenship Education site: <https://portal.nbed.nb.ca/tr/lr/citizeduc/Pages/default.aspx>