

## 5<sup>th</sup> Grade Performance Tasks

Report Card Section	Standard Assessed	Assessment of Mastery		
		MS	AS	IPS
<b>Future Ready</b>				
<p><b>Uses creative thinking to construct knowledge and develop digital products.</b></p> <p>(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:</p>	(1.A) create original products using a variety of resources;	The learner consistently makes something new using different technology tools without support.	The learner makes something new using different technology tools with increasing ability without support.	The learner struggles to make something new using different technology tools without support.
	(1.B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and	The learner consistently makes predictions about data then creates something new when given infrequent support.	The learner makes predictions about data then creates something new with increasing ability when given infrequent support.	The learner struggles to make predictions about data then create something new even when given infrequent support.
	(1.C) use virtual environments to explore systems and issues.	The learner consistently learns by exploring virtual technology tools when given infrequent support.	The learner learns by exploring virtual technology tools with increasing ability when given infrequent support.	The learner struggles to learn by exploring virtual technology tools even when given infrequent support.
<p><b>Collaborates using digital tools</b></p> <p>(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:</p>	(2.A) draft, edit, and publish products in different media individually and collaboratively;	The learner consistently works individually and with others (locally or globally) to draft, edit, and publish various products without support.	The learner works individually and with others (locally or globally) to draft, edit, and publish various products with increasing ability without support.	The learner struggles to work individually and with others (locally or globally) to draft, edit, and publish various products without support.
	(2.B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print;	The learner consistently designs projects choosing the appropriate layout, font, color, and pictures without support.	The learner designs projects choosing the appropriate layout, font, color, and pictures with increasing ability without support.	The learner struggles to design projects choosing the appropriate layout, font, color, and pictures without support.
	(2.C) collaborate effectively through personal learning communities and social environments;	The learner consistently collaborates effectively through personal learning communities and social networks without support.	The learner collaborates effectively through personal learning communities and social networks increasing ability without support.	The learner struggles to collaborate effectively through personal learning communities and social networks without support.

	(2.D) select and use appropriate collaboration tools;	The learner consistently chooses and uses the appropriate tool for collaborating when given infrequent support.	The learner chooses and uses the appropriate tool for collaborating with increasing ability when given infrequent support.	The learner struggles to choose and use the appropriate tool for collaborating even when given infrequent support.
	(2.E) evaluate the product for relevance to the assignment or task; and	The learner consistently evaluates the product for relevance to the assignment without support.	The learner evaluates the product for relevance to the assignment with increasing ability without support.	The learner struggles to evaluate the product for relevance to the assignment without support.
	(2.F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.	The learner consistently opens a program and makes, changes, prints and saves files without support.	The learner opens a program and makes, changes, prints and saves with increasing ability without support.	The learner struggles to open a program and make, change, print and save without support.
<b>Acquires and evaluates digital content</b> (3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:	(3.A) use various search strategies such as keyword(s); the Boolean identifiers (and, or, and not); and other strategies appropriate to specific search engines;	The learner consistently finds answers to questions using search engine strategies when given infrequent support.	The learner finds answers to questions using search engine strategies with increasing ability when given infrequent support.	The learner struggles to find answers to questions using search engine strategies even when given infrequent support.
	(3.B) collect and organize information from a variety of formats, including text, audio, video, and graphics;	The learner consistently collects and organizes information from text, audio, video and graphics when given infrequent support.	The learner collects and organizes information from text, audio, video and graphics with increasing ability when given infrequent support.	The learner struggles to collect and organize information from text, audio, video and graphics even when given infrequent support.
	(3.C) validate and evaluate the relevance and appropriateness of information; and	The learner consistently validates and evaluates the relevance and appropriateness of information without support.	The learner validates and evaluates the relevance and appropriateness of information with increasing ability without support.	The learner struggles to validate and evaluate the relevance and appropriateness of information without support.
	(3.D) acquire information appropriate to specific tasks.	The learner consistently finds information that helps them complete assignments without support.	The learner finds information that helps them complete assignments with increasing ability without support.	The learner struggles to find information that helps them complete assignments without support.

<p><b>Demonstrates knowledge of technology by using digital tools responsibly</b> (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:</p> <p>(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:</p>	(5.A) adhere to acceptable use policies reflecting positive social behavior in the digital environment;	The learner consistently follows the AUP for using technology tools when given infrequent support.	The learner follows the AUP for using technology tools with increasing ability when given infrequent support.	The learner struggles to follow the AUP for using technology tools even when given infrequent support.
	(6.A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning;	The learner consistently uses technology vocabulary correctly when given infrequent support.	The learner uses technology vocabulary correctly with increasing ability when given infrequent support.	The learner struggles to use technology vocabulary correctly even when given infrequent support.
	(6.B) manipulate files using appropriate naming conventions; file management, including folder structures and tagging; and file conversions;	The learner consistently chooses file types, names and uses folders or tagging to organize their files without support.	The learner chooses file types, names and uses folders or tagging to organize their files with increasing ability without support.	The learner struggles to choose file types, name and use folders or tagging to organize their files without support.
	(6.C) navigate systems and applications accessing peripherals both locally and remotely;	The learner consistently opens, uploads, creates, edits, scans, saves, and prints using technology tools without support.	The learner opens, uploads, creates, edits, scans, saves, and prints using technology tools with increasing ability without support.	The learner struggles to open, upload, create, edit, scan, save, and print using technology tools without support.
	(6.D) troubleshoot minor technical problems with hardware and software using available resources such as online help and knowledge bases; and	The learner consistently uses available help when there are problems with technology when given infrequent support.	The learner uses available help when there are problems with technology with increasing ability when given infrequent support.	The learner struggles to use available help when there are problems with technology even when given infrequent support.
	(6.E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.	The learner consistently uses proper keyboarding skills and posture when given infrequent support.	The learner uses proper keyboarding skills and posture with increasing ability when given infrequent support.	The learner struggles to use proper keyboarding skills and posture even when given infrequent support.
<p>Use comprehension skills to analyze how various forms of media to impact meaning</p>	14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	The learner consistently can explain how messages are conveyed when given infrequent support.	The learner can explain how messages are conveyed with increasing ability when given infrequent support.	The learner struggles to explain how messages are conveyed even when given infrequent support.
	14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);	The learner consistently can consider the difference in techniques used in media when given infrequent support.	The learner can consider the difference in techniques used in media with increasing ability when given infrequent support.	The learner struggles to consider the difference in techniques used in media even when given infrequent support.

Listens attentively to others and speaks clearly using conventions of language	27(A) listen to and interpret a speaker's message (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	The learner consistently listens to and interprets a speaker's message when given infrequent support.	The learner listens to and interprets a speaker's message with increasing ability when given infrequent support.	The learner struggles to listen to and interpret a speaker's message even when given infrequent support.
	27(B) follow, restate, and give oral instructions that include multiple action steps;	The learner consistently can follow, restate, and give oral instructions when given infrequent support.	The learner follow, restate, and give oral instructions with increasing ability when given infrequent support.	The learner struggles to follow, restate, and give oral instructions even when given infrequent support.
	27(C) determine both main and supporting ideas in the speaker's message.	The learner consistently can determine both main and supporting ideas in a speaker's message when given infrequent support.	The learner can determine both main and supporting ideas in a speaker's message with increasing ability when given infrequent support.	The learner struggles to determine both main and supporting ideas in a speaker's message even when given infrequent support.
	28(A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	The learner consistently can give organized presentations to effectively communicate ideas when given infrequent support.	The learner can give organized presentations to effectively communicate ideas with increasing ability when given infrequent support.	The learner struggles to give organized presentations to effectively communicate ideas even when given infrequent support.
	29(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	The learner consistently can participate in student-led discussions when given infrequent support.	The learner can participate in student-led discussions with increasing ability when given infrequent support.	The learner struggles to participate in student-led discussions even when given infrequent support.
	Can locate a range of relevant sources, evaluate and present ideas and information	23(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;	The learner consistently can brainstorm and formulate open-ended questions to address a topic when given infrequent support.	The learner can brainstorm and formulate open-ended questions to address a topic with increasing ability when given infrequent support.
23(B) generate a research plan for gathering relevant information about the major research question.		The learner consistently can generate a research plan when given infrequent support.	The learner can generate a research plan with increasing ability when given infrequent support.	The learner struggles to generate a research plan even when given infrequent support.
24(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;		The learner consistently can follow the research plan to collect data when given infrequent support.	The learner can follow the research plan to collect data with increasing ability when given infrequent support.	The learner struggles to follow the research plan to collect data even when given infrequent support.

	24(B) differentiate between primary and secondary sources;	The learner consistently can differentiate between primary and secondary sources when given infrequent support.	The learner can differentiate between primary and secondary sources with increasing ability when given infrequent support.	The learner struggles to differentiate between primary and secondary sources even when given infrequent support.
	24(C) record data, utilizing available technology (e.g., word processors) in order to see the relationship between ideas, and convert graphic/visual data (e.g., charts, diagrams, time-lines) into written notes;	The learner consistently can record data utilizing available technology when given infrequent support.	The learner can record data utilizing available technology with increasing ability when given infrequent support.	The learner struggles to record data utilizing available technology even when given infrequent support.
	24(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to standard format;	The learner consistently can identify source notes when given infrequent support.	The learner can identify source notes with increasing ability when given infrequent support.	The learner struggles to identify source notes even when given infrequent support.
	24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	The learner consistently can differentiate between paraphrasing and plagiarism when given infrequent support.	The learner can differentiate between paraphrasing and plagiarism with increasing ability when given infrequent support.	The learner struggles to differentiate between paraphrasing and plagiarism even when given infrequent support.
	25(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions.	The learner consistently can refine the major research question when given infrequent support.	The learner can refine the major research question with increasing ability when given infrequent support.	The learner struggles to refine the major research question even when given infrequent support.
	25(B) evaluate the relevance, validity, and reliability of sources for the research.	The learner consistently can evaluate the relevance and reliability of sources when given infrequent support.	The learner can evaluate the relevance and reliability of sources with increasing ability when given infrequent support.	The learner struggles to evaluate the relevance and reliability of sources even when given infrequent support.
	26(A) compiles important information from multiple sources;	The learner consistently can compile information from multiple sources when given infrequent support.	The learner can compile information from multiple sources with increasing ability when given infrequent support.	The learner struggles to compile information from multiple sources even when given infrequent support.
	26(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	The learner consistently can develop a topic sentence and use evidence to support conclusions when given infrequent support.	The learner can develop a topic sentence and use evidence to support conclusions with increasing ability when given infrequent support.	The learner struggles to develop a topic sentence and use evidence to support conclusions even when given infrequent support.

	<p>26(C) presents the findings in a consistent format;</p>		<p>The learner consistently can present findings in a consistent format when given infrequent support.</p>	<p>The learner consistently can present findings in a consistent format when given infrequent support.</p>	<p>The learner consistently can present findings in a consistent format when given infrequent support.</p>
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	<p>26(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources. (e.g., bibliography, works cited).</p>		<p>The learner consistently can use quotations and documentation to support ideas when given infrequent support.</p>	T	<p>h e l e a r n e r e s e n t i o n s a n d d o c u m e n t a t i o n s a r e u s e d t o s u p p o r t i d e a s w h e n g i v e n i n f r e q u e n t s u p p o r t .</p>



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