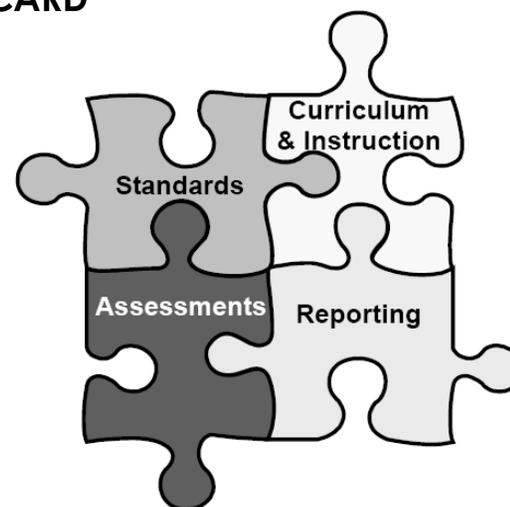


5th GRADE TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. A description of what a student should know and be able to do at a given grade level
2. A curriculum framework and/or roadmap a teacher uses to ensure that they teach to the standards
3. Assessments a teacher uses to measure the extent to which a student has met the standards
4. A reporting tool (report card) which communicates accurately a student's progress towards meeting standards at their given grade level throughout the school year



Definitions of Proficiency Levels

There are four reporting periods in which students are evaluated based on their progress toward grade-level standards. Proficiency levels are broadly defined as follows:

4- Exceeds Expectations

- Student demonstrates a deeper understanding of grade-level standards
- Student independently exceeds grade-level standards

3- Meets Expectations

- Student demonstrates knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade-level standards

2- Approaches Expectations

- Student demonstrates a partial understanding of knowledge and skills expected at this grade level
- Student is approaching the standards, however the skills are not yet mastered
- Student needs support to demonstrate the knowledge and skills expected at this grade level

1- Does Not Meet Expectations

- Student does not demonstrate the knowledge or skills expected at this grade level
- Student is working below grade level
- Student requires continued support

A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher can collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence provide documentation of a student's progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
English Language Arts						
PALS	X					
DRA2	X	X	X	X	X	
ACHIEVE 3000 (3-10)				X	X	X
STAR Early Literacy/Reading Enterprise (K-12)	X	X	X	X	X	X
Lexia (K-12)	X	X	X	X	X	X
Accelerated Reader (1-4, 9-12)		X	X	X	X	X
Writing-Published Pieces (K-12)	X	X	X	X	X	X
Independent Reading Logs	X	X	X	X	X	X
Anecdotal Records (i.e. conferring notes, small-group instruction, text-based discussions)	X	X	X	X	X	X
Engage CF Unit Assessments (3-8)				X	X	X
Mathematics						
STAR Math Enterprise/Early Literacy (K-12)	X	X	X	X	X	X
Engage CF Math	X	X	X	X	X	
Program Assessments	X	X	X	X	X	X

COMMON CORE STATE STANDARDS For ENGLISH LANGUAGE ARTS

While the standards delineate specific expectations in reading, writing, speaking, listening and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

Reading Standards for Literature Grade 5 (RL)

Key Ideas and Details

Report Card Language: Comprehends grade-level literary text with supporting evidence

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

Report Card Language: Comprehends grade-level literary text with supporting evidence

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

Report Card Language: Comprehends grade-level literary text with supporting evidence

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

Report Card Language: Comprehends grade-level literary text with supporting evidence

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
(Quarter 4- End of Year)

Reading Standards for Informational Text Grade 5 (RI)

Key Ideas and Details

Report Card Language: Comprehends grade-level informational text with supporting evidence

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

Report Card Language: Comprehends grade-level informational text with supporting evidence

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

Report Card Language: Comprehends grade-level informational text with supporting evidence

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. .

Range of Reading and Level of Text Complexity

Report Card Language: Comprehends grade-level informational text with supporting evidence

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. **(Quarter 4- End of Year)**

Reading Standards: Foundational Skills Grade 5 (RF)

Phonics and Word Recognition

Report Card Language: Knows and applies grade-level phonics and word analysis skills decode words

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

Report Card Language: Reads grade-level text accurately and fluently to support comprehension

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing Standards Grade 5 (W)

Text Types and Purposes

Report Card Language: Produces clear coherent writing appropriate to purpose & audience

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the response of characters to situations.
 - c. Use a variety of transitional words, phrases and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Report Card Language: Produces clear coherent writing appropriate to purpose & audience

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

Report Card Language: Strengthens writing as needed by planning, revising and editing

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

Research to Build and Present Knowledge

Report Card Language: Conducts short research projects using several sources that builds knowledge through investigation of different aspects of a topic

7. Conduct short research projects that use several sourced to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Report Card Language: Draws evidence from literary or informational texts to support analysis, reflection, and research

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
 - b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

Report Card Language: Produces clear coherent writing appropriate to purpose & audience

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards Grade 5 (L)

Conventions of Standard English

Report Card Language: Applies grade-level grammar when writing

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.
 - e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

Report Card Language: Applies grade-level spelling, punctuation and capitalization when writing

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

Report Card Language (Writing Section): Strengthens writing as needed by planning, revising and editing

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

Report Card Language (Writing Section): Produces clear coherent writing appropriate to purpose and audience

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

Report Card Language: Acquires and uses grade-level content area and academic vocabulary

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Speaking and Listening Standards Grade 5 (SL)

Comprehension and Collaboration

Report Card Language: Engages effectively in collaborative discussions

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Report Card Language: Summarizes portions of a text read aloud/information presented in diverse formats

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

Report Card Language: Adapts speech to a variety of contexts and tasks

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3)

Common Core State Standards ELA link:

http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf

COMMON CORE STATE STANDARDS For MATHEMATICS

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Operations and Algebraic Thinking (5.OA)

Write and interpret numerical expressions

Report Card Language: Writes and interprets numerical expressions

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships

Report Card Language: Analyzes patterns and relationships

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten (5.NBT)

Understand the place value system

Report Card Language: Understands the place value system

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place

Perform operations with multi-digit whole numbers and with decimals to hundredths

Report Card Language: Performs operations with multi-digit whole numbers and with decimals to hundredths

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions (5.NF)

Use equivalent fractions as a strategy to add and subtract fractions

Report Card Language: Uses equivalent fractions as a strategy to add and subtract fractions

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions

Report Card Language: Applies and extends previous understandings of multiplication and division to multiply and divide fractions

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
 - b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
 - a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
 - a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*
 - b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5) = 20$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*
 - c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?*

¹Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

Measurement and Data (5.MD)

Convert like measurement units within a given measurement system

Report Card Language: Converts like measurement units within a given measurement system

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data

Report Card Language: Represents and interprets data

2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

Report Card Language: Geometric measurement: understands concepts of volume and relates volume to multiplication and to addition

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry (5.G)

Graph points on the coordinate plane to solve real-world and mathematical problems

Report Card Language: Graphs points on the coordinate plane to solve real-world and mathematical problems

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties

Report Card Language: Classifies two-dimensional figures into categories based on their properties

3. Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties

Mathematics | Standards for Mathematical Practice

Mathematical Practices (As stated in the CCSS and Report Card)	Mathematical Practices (Student Friendly Language)
Makes sense of problems and perseveres in solving them	I solve problems without giving up
Reasons abstractly and quantitatively	I know how to think about words and numbers to solve problems
Constructs viable arguments and critiques the reasoning of others	I explain my thinking and ask questions to understand other people's thinking
Models with mathematics	I use math models (diagram, graph, table etc.) to show my work and solve problems in many ways
Uses appropriate tools strategically	I choose the correct math tools and explain why I used them
Attends to precision	I am careful about what I write and say so my ideas about math are clear
Looks for and makes use of structure	I use what I know to solve new problems
Looks for and expresses regularity in repeated reasoning	I look for rules and patterns to help me solve problems

Common Core State Standards Math link:

http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf

Science

Technology

Please review the ELA Reading and Writing Standards that incorporate technology assessment below.

ELA Writing Standards Incorporating Technology

Report Card Language: Demonstrates understanding of basic technology operations and concepts

Writing (W)

Production and Distribution of Writing

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Progress Monitoring Boxes

This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, ELL progress insert, behavior reports, homework monitoring etc.

Work Habits and Behaviors

Research recommends that grades should not be based on behavior and other non-academic factors, but only on students' mastery of the material in a given subject. Standards based grading is focused on what students know and can do, and not on other factors. Therefore, a student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.

Teacher Comments

If additional space is needed for comments please attach teacher comment sheet to the report card.

Frequently Asked Questions

Why can't students receive an average for each subject like an A or a B?

A standards-based report card rubric (4, 3, 2, 1) measures student achievement criteria for academic performance in content area standards. Letter grades do not reflect student performance towards state and district standards. Letter grades focus on what students "do" vs. what students "know".

Are students with disabilities (SWD) held to "grade-level" standards on the report card?

Yes. The Individual with Disabilities Education Act (IDEA) requires each state, school district, and school to hold ALL students to grade-level standards. Students with Individualized Education Programs (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards. For some students with IEPs, accommodations are necessary to meet grade level standards. If accommodations do not sufficiently support the student in meeting grade level standards, modifications to the standards may be required. The IEP team must make and document these grading decisions regarding what content areas, if any, require modifications of the grade level standards.

How was the language in the report card determined?

The language from the report card was meant to mirror the Common Core State Standards. As educators we are planning based on the standards and therefore need to make sure we are in fact monitoring what it is we are teaching.

What about intervention programs?

If a student receives a particular intervention the teacher may choose to write that intervention in the progress monitoring section with feedback to the

parents/guardians.

Is there an opportunity to use N/A in a quarter when something may not be the focus?

N/A is an option in the grading key. Teachers should place an N/A when a particular standard is not addressed in that quarter.

Why isn't effort and behavior included in Content or Specialist areas?

Work habits and behaviors are intentionally kept separate. When using standards based report cards we are measuring what students know. Behavior and effort are separate because they are habits of mind. A child can have excellent behavior but they may not be proficient in a standard.

Why isn't homework or classwork on the report card?

Homework/classwork is represented as "hands in assignments on time" in the work habits and behaviors section.

Homework:

Definition: Homework is an out-of-class assignment to support learning in which most – if not all – work is completed outside the classroom.

Purpose:

The purpose of homework is to support learning in one of four ways:

- 1. Preparation:** Provides background information which allows students to gather/organize information before a lesson/instruction;
- 2. Checking for Understanding:** Provides students and teachers the opportunity to assess students' grasp of newly acquired learning;
- 3. Practice:** Reinforces acquired knowledge and skills;
- 4. Extension of Learning:** Provides the pursuit of further knowledge and/or higher level cognitive applications, or a comprehensive assignment in which students have been provided current instruction and should be completed at home.

Why are Mathematical Practices graded separately?

The practices are focused on how students engage in the mathematics.

Why are we grading the Scientist Notebook?

Scientists notebooks are expected to be used to help students develop, practice, and refine their science understanding, while also enhancing reading, writing, mathematics and communications. Therefore, it is graded as an essential component of demonstrating proficiency in science.

Why doesn't social studies have its own section on the report card?

Social studies is integrative by nature. Powerful social studies teaching crosses disciplinary boundaries to address topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action. When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.

Effective practice does not limit social studies to one specified period or time of day. Rather, elementary teachers can help children develop social studies knowledge throughout the day and across the curriculum. Children's everyday activities and routines can be used to introduce and develop important civic ideas. Integrating social studies throughout the day eases competition for time in an increasingly crowded curriculum. With a strong interdisciplinary curriculum, teachers find ways to promote children's competence in social sciences, literacy, mathematics, and other subjects within integrated learning experiences. Learning experiences reach across subject-matter boundaries, e.g., integrating history and geography as well as civics and language arts..

**PROVIDENCE SCHOOL DEPARTMENT
GRADE 05 – Report Card**

Q1=Quarter 1; Q2=Quarter 2; Q3=Quarter 3; Q4=Quarter 4

Student Name:

Teacher:

Year:

Student ID#:

School:

ATTENDANCE	Q1	Q2	Q3	Q4
Absent				
Tardy				
Dismissals				

English Language Arts

Reading	Q1	Q2	Q3	Q4
Current Reading Level (BL-Below Level, OL- On Level, AL- Above Level)				
Comprehends grade-level literary text with supporting evidence	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10			
Comprehends grade-level informational text with supporting evidence	RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10			
Foundational Skills	Q1	Q2	Q3	Q4
Knows and applies grade-level phonics and word analysis skills to decode words	RF.5.3a			
Reads grade-level text accurately and fluently to support comprehension	RF.5.4a, RF.5.4b, RF.5.4c			
Writing	Q1	Q2	Q3	Q4
Produces clear coherent writing appropriate to purpose and audience	W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.10, L.5.3b			
Strengthens writing as needed by planning, revising and editing	W.5.5, L.5.3a			
Research to Build and Present Knowledge	Q1	Q2	Q3	Q4
Conducts short research projects using several sources that builds knowledge through investigation of different aspects of a topic	W.5.7, W.5.8			
Draws evidence from literary or informational texts to support analysis, reflection, and research	W.5.9a, W.5.9b			
Language	Q1	Q2	Q3	Q4
Acquires and uses grade-level content area and academic vocabulary	L.5.4a, L.5.4b, L.5.4c, L.5.5a, L.5.5b, L.5.5c, L.5.6			
Applies grade-level grammar when writing	L.5.1a, L.5.1b, L.5.1c, L.5.1d, L.5.1e,			
Applies grade-level spelling, punctuation and capitalization when writing	L.5.2a, L.5.2b, L.5.2c, L.5.2d, L.5.2e			
Speaking / Listening	Q1	Q2	Q3	Q4
Engages effectively in collaborative discussions	SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.3			
Summarizes portions of a text read aloud/information presented in diverse formats	SL.5.2			
Adapts speech to a variety of contexts and tasks	SL.5.6			

Evaluation Key

- 4 – Exceeds the Standard
- 3 – Meets the Standard
- 2 – Approaches the Standard
- 1 – Does Not Meet the Standard
- N/A – Not Assessed at this Time

For SY _____

Student will be:

Promoted

Retained

Mathematics

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Writes and interprets numerical expressions	5.OA.1, 5.OA.2			
Analyzes patterns and relationships	5.OA.3			
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
Understands the place value system	5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4			
Performs operations with multi-digit whole numbers and with decimals to hundredths	5.NBT.5, 5.NBT.6, 5.NBT.7			
Number and Operations – Fractions	Q1	Q2	Q3	Q4
Uses equivalent fractions as a strategy to add and subtract fractions	5.NF.1, 5.NF.2			
Applies and extends previous understandings of multiplication and division to multiply and divide fractions	5.NF.3, 5.NF.4a, 5.NF.4b, 5.NF.5a, 5.NF.5b, 5.NF.6, 5.NF.7a, 5.NF.7b, 5.NF.7c			
Measurement and Data	Q1	Q2	Q3	Q4
Converts like measurement units within a given measurement system	5.MD.1			
Represents and interprets data	5.MD.2			
Geometric measurement: understands concepts of volume and relates volume to multiplication and to addition	5.MD.3a, 5.MD.3b, 5.MD.4, 5.MD.5a, 5.MD.5b, 5.MD.5c			
Geometry	Q1	Q2	Q3	Q4
Graphs points on the coordinate plane to solve real-world and mathematical problems	5.G.1, 5.G.2			
Classifies two-dimensional figures into categories based on their properties	5.G.3, 5.G.4			
Mathematical Practices	Q1	Q2	Q3	Q4
Makes sense of problems and perseveres in solving them				
Reasons abstractly and quantitatively				
Constructs viable arguments and critiques the reasoning of others				
Models with mathematics				
Uses appropriate tools strategically				
Attends to precision				
Looks for and makes use of structure				
Looks for and expresses regularity in repeated reasoning				

See the Standards for
Mathematical Practice
above or within the CCSS
using the URL below:
http://www.corestandards.org/wp-content/uploads/Math_5_standards.pdf

Science	Q1	Q2	Q3	Q4
Gathers, observes, analyzes and interprets data using content area and academic vocabulary	http://www1.providence schools.org/curriculum/sciences			
Draws conclusions based on relevant information and evidence				
Uses appropriate tools strategically				
Demonstrates effective use of the scientist notebook				
Technology	Q1	Q2	Q3	Q4
Demonstrates proficiency in the use of technology	w.5.6			
Locates, evaluates, and collects information from a variety of sources	w.5.8			
Uses digital sources to locate answers to questions and to solve a problem efficiently	w.5.8			
Library & Media Science	Q1	Q2	Q3	Q4
Demonstrates application of library media skills	http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf			
Art	Q1	Q2	Q3	Q4
Demonstrates knowledge and application of art concepts	http://www1.providence schools.org/curriculum/finance-arts			
Demonstrates knowledge and skill of media, tools, techniques and processes				
Music	Q1	Q2	Q3	Q4
Demonstrates evidence of music literacy (reading and understanding sound symbols), analyzing and describing music	http://www1.providence schools.org/curriculum/finance-arts			
Demonstrates knowledge of music concepts in playing and singing (able to perform with correct pitch, rhythm, pleasant tone, and steady beat)				
Physical Education	Q1	Q2	Q3	Q4
Uses mature form in combinations of gross motor movement	http://www1.providence schools.org/curriculum/health-pe			
Applies and transfers movement skills between activities				
Health Education	Q1	Q2	Q3	Q4
Identifies and describes examples of emotional, intellectual, physical and social health	http://www1.providence schools.org/curriculum/health-pe			
Describes ways to prevent injuries and health problems				

Progress Monitoring	Q1	Q2	Q3	Q4
Check box when additional information is attached				
<p>This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, Personal Literacy Plan progress updates, ELL progress insert, behavior reports, homework monitoring, etc.</p>				

Work Habits and Behaviors Evaluation Key				
<p>4 – Exceeds the Expectation 3 – Meets the Expectation 2 – Working Towards the Expectation 1 – Does Not Meet the Expectation N/A – Not Applicable</p>				
Work Habits and Behaviors	Q1	Q2	Q3	Q4
Shows best effort	<p>A student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.</p>			
Respects adults, peers and belongings				
Follows directions				
Participates and is willing to share relevant knowledge and experience				
Works well with others				
Demonstrates self-control				
Demonstrates organizational skills				
Hands in assignments on time				
Teacher Comments				
<i>Quarter 1</i>				
<p>If additional space is needed for comments, please attach teacher comment sheet to the report card.</p>				
<i>Quarter 2</i>				
<i>Quarter 3</i>				
<i>Quarter 4</i>				