

## Grade 5 Report Card

<b>Student Name:</b>	<b>Date of Report:</b>
<b>Teacher:</b>	<b>School:</b>

### ATTENDANCE

T1		T2		T3		ANNUAL TOTALS	
ABSENT	TARDY	ABSENT	TARDY	ABSENT	TARDY	ABSENT	TARDY



### PURPOSE STATEMENT

The purpose of this report card is to communicate with parents and students about each students' individualized growth and mastery with regard to specific learning standards and areas that extend beyond traditional academic indicators.

### TRANSFORMATIVE GOALS

**Within and beyond the school walls, learners independently seek to:**

Personal	Cultural	Global
Explore and develop personal interests, inquiries, and passions.	Navigate diverse sources and perspectives to reach discerning and thoughtful understandings.	Use processes (e.g., design thinking, creative problem solving, and systems thinking) to develop solutions and understand that failure is an integral part of the learning process.
Craft communication through choices informed by audience and purpose, strategic uses of evidence, and command of language.	Advocate for self and others by drawing on compassion and courage to speak up for what is right and just.	Investigate challenging contemporary global and local issues by pursuing questions or lines of thinking.
Set learning goal(s) that are pursued and evaluated until the goal(s) are realized or new ideas emerge.	Share stories, ideas, and points of view while engaging others to think interdependently and act collectively.	Make informed choices that support the physical, social, and emotional health and well-being of self, community, and society.

## Grade 5 Report Card

Student Name:

Date of Report:

Teacher Narrative:

Trimester 1

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Student Name:				Date of Report:									
ENGLISH LANGUAGE ARTS				T1	T2	T3	MATHEMATICS				T1	T2	T3
<b>Foundational Skills</b>							<b>Math Comment</b>						
Reads with accuracy & fluency							<b>Numbers and Operations in Base Ten</b>						
<b>Vocabulary</b>							Applies place value concepts to decimals and whole numbers						
Demonstrates understanding of vocabulary							Solves problems and computes accurately with multi-digit whole numbers						
Demonstrates understanding of figurative language							Solves problems and computes accurately with decimals to hundredths						
<b>Reading Informational Text</b>							Represents and solves word problems (including multi-step) involving the four operations						
Determines the main ideas and explain how the relevant details support them							<b>Numbers and Operations: Fractions</b>						
Accurately summarizes the text							Solves problems involving addition and subtraction of fractions and mixed numbers with unlike denominators						
Refers to details and examples directly stated in the text to support a response							Solves problems involving multiplication of fractions and mixed numbers						
Cites to details and examples in the text to make inferences and draw conclusions							Interprets fractions as division of the numerator and denominator						
Compares and contrasts multiple accounts and points of view of the same event or topic							Solves problems involving division of unit fractions by whole numbers and whole numbers by unit fractions						
Interpret and use information from text structure and/or text features							<b>Operations and Algebraic Thinking</b>						
<b>Reading Literature</b>							Writes and interprets numerical expressions						
Determines a theme from details in the text							Evaluates numerical expressions using order of operations						
Accurately summarizes the text							Generates and analyzes number patterns and relationships						
Refers to details and examples directly stated in the text to support a response							<b>Geometry</b>						
Cites details from the text to make inferences and draw conclusions							Graphs and interprets points on a coordinate grid to solve problems						
Demonstrates an understanding of literary elements (character, setting, and plot)							Classifies two-dimensional figures into categories based on their properties						
Identifies and compares/contrasts literary elements (character, setting, and plot) and points of view							<b>Measurement and Data</b>						
<b>Text Dependent Analysis</b>							Solves problems using conversions within a given measurement system						
Uses evidence from literary or informational text to develop a well-written analysis of text							Organizes, represents and interprets data using appropriate scale on a variety of graphs						
<b>Writing</b>							Applies concepts of volume to solve problems						
Develops habits of writing (plans, reflects, revises, edits, etc.)							<b>Standards for Mathematical Practice</b>						
Demonstrates knowledge of a topic through research							Makes sense of problems and perseveres in solving them						
Writes legibly							Uses numbers and symbols to describe math situations						
<b>Modes of Writing: T1-Narrative T2-Informational T3-Opinion</b>							Makes logical arguments and responds to the mathematical						

<b>Domains of Writing</b>				thinking of others			
Focus - stays on topic and makes a point				Uses various models to make sense of and solve problems			
Content - develops topic with details/examples				Uses math tools effectively to solve problems			
Organization - writes in a logical order				Uses precision when solving problems and communicating ideas			
Style - varies sentence structure and word choice				Connects mathematical ideas to solve problems			
Conventions - grammar, mechanics and spelling				Solves problems by looking for rules and patterns			

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<b>Student Name:</b>				<b>Date of Report:</b>			
SOCIAL STUDIES	T1	T2	T3	SCIENCE	T1	T2	T3
Demonstrates knowledge of concepts, content, and vocabulary from units on US government and civics				<b>Science Concepts</b>			
Investigates civics, history, geography or economics using a variety of resources				Demonstrates knowledge and understanding of science concepts and vocabulary from the earth science, life science and physical science units			
				<b>Science and Engineering Practices</b>			
				Asks questions and defines problems			
				Obtains, evaluates and communicates information			
				Plans and carries out investigations using models			
				Uses data/evidence to construct explanations and design solutions			

### SPECIALS AREAS

ART	T1	T2	T3	Teacher Comments:
<b>Performance Level</b>				
Knows and uses the elements & principles of art to create a unique work of art				
Demonstrates an understanding of materials, concepts and techniques of art making				
<b>Characteristics of a Successful Learner Indicators</b>				
Listens to and carries out teacher directions, participates well, and shows respect.				
Puts forth consistent effort, seeks out challenges, and strives for improvement				

MUSIC	T1	T2	T3	Teacher Comments:
<b>Performance Level</b>				<b>Trimester 1</b>
Performs and creates musical ideas through singing, instrument playing, and movement				
Responds and connects musical knowledge and experiences through multimodal activities				
<b>Characteristics of a Successful Learner Indicators</b>				
Participates and shows consistent effort in musical activities and discussions				
Demonstrates positive and respectful attitude and behaviors				

PHYSICAL EDUCATION	T1	T2	T3	Teacher Comments:
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<b>Performance Level</b>			
Demonstrates competency in a variety of motor skills and movement patterns			
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness			
<b>Characteristics of a Successful Learner Indicators</b>			
Exhibits responsible personal and social behavior that respects self and others			

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<b>FLES</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Performance Indicators</b>			
Student is developing an awareness of diverse cultures and communities			
Student communicates using the target language at an appropriate level			
<b>Characteristics of a Successful Learner Indicators</b>			
Student engages in the target language through communication, movement, games, songs, active listening, and writing.			

<b>Teacher Comments:</b>

<b>Performance Levels</b>	
<b>4 - Applying:</b>	The student's performance is meeting the grade level standard. The student applies key concepts, processes, and skills at a complex level.
<b>3 - Meeting:</b>	The student's performance consistently meets the grade level standard. The student grasps key concepts, processes, and skills.
<b>2 - Approaching:</b>	The student's performance is approaching the grade level standard. The student is developing an understanding of key concepts, processes, and skills.
<b>1 - Emerging:</b>	The student's performance does not meet the grade level standard. The student demonstrates a limited understanding of key concepts, processes, and skills.