

**Student:**



## Springfield Public School District

James Caldwell Elementary School

David Rennie, Principal

### Grade 5 Report Card

2016-2017

**Teacher:**

Attendance as of 11/15/16

|         | 1 | 2 | 3 | 4 |
|---------|---|---|---|---|
| Absent  | 0 | 0 | 0 | 0 |
| Tardies | 1 | 0 | 0 | 0 |

|                                            |
|--------------------------------------------|
| <b>Key for Overall Performance Level</b>   |
| <b>4</b> Exceeding Grade Level Standards   |
| <b>3</b> Meeting Grade Level Standards     |
| <b>2</b> Approaching Grade Level Standards |
| <b>1</b> Not Meeting Grade Level Standards |
| <b>BLANK</b> Not Assessed At This Time     |

| English Language Arts                                    | MP1 | MP2 | MP3 | MP4 |
|----------------------------------------------------------|-----|-----|-----|-----|
| <b>Reading</b>                                           |     |     |     |     |
| <b>Literature/Informational Text/Foundational Skills</b> |     |     |     |     |
| Key Ideas and Details                                    | 3   |     |     |     |
| Craft and Structure                                      | 3   |     |     |     |
| Integration of Knowledge and Ideas                       | 3   |     |     |     |
| Range of Reading and Level of Text Complexity            | 3   |     |     |     |
| Phonics and Word Recognition                             | 3   |     |     |     |
| Fluency                                                  | 4   |     |     |     |
| <b>Writing</b>                                           |     |     |     |     |
| Text Types and Purposes                                  | 3   |     |     |     |
| Production and Distribution of Writing                   | 3   |     |     |     |
| Research to Build and Present Knowledge                  | 3   |     |     |     |
| Range of Writing                                         | 3   |     |     |     |
| <b>Speaking and Listening</b>                            |     |     |     |     |
| Comprehension and Collaboration                          | 3   |     |     |     |
| Presentation of Knowledge of Ideas                       | 3   |     |     |     |
| <b>Language</b>                                          |     |     |     |     |
| Conventions of Standard English                          | 3   |     |     |     |
| Knowledge of Language                                    | 3   |     |     |     |
| Vocabulary Acquisition and Use                           | 3   |     |     |     |

| Physical Education                                | MP1 | MP2 | MP3 | MP4 |
|---------------------------------------------------|-----|-----|-----|-----|
| Understands concepts of individual and group play | 3   |     |     |     |
| Shows good sportsmanship                          | 3   |     |     |     |
| Shows a desire to improve skill                   | 3   |     |     |     |

| Mathematics                                                        | MP1 | MP2 | MP3 | MP4 |
|--------------------------------------------------------------------|-----|-----|-----|-----|
| <b>Operations and Algebraic Thinking</b>                           |     |     |     |     |
| Write and interpret numerical expressions                          | 3   |     |     |     |
| Analyze patterns and relationships                                 | 3   |     |     |     |
| <b>Number and Operations in Base Ten</b>                           |     |     |     |     |
| Understand the place value system                                  | 3   |     |     |     |
| Perform operations with multi-digit whole numbers & with decimals  | 3   |     |     |     |
| <b>Number and Operations—Fractions</b>                             |     |     |     |     |
| Use equivalent fractions as a strategy to add & subtract fractions |     |     |     |     |
| Multiply and divide fractions                                      |     |     |     |     |
| <b>Measurement and Data</b>                                        |     |     |     |     |
| Convert like measurement units within a measurement system         |     |     |     |     |
| Represent and interpret data                                       |     |     |     |     |
| Understand concepts of volume and relate volume to x/+             | 3   |     |     |     |
| <b>Geometry</b>                                                    |     |     |     |     |
| Graph points on the coordinate plane to solve problems             |     |     |     |     |
| Classify two-dimensional figures based on properties               |     |     |     |     |
| <b>Health</b>                                                      |     |     |     |     |
| Understands and applies concepts appropriate to grade level        | 4   |     |     |     |
| Masters relevant vocabulary                                        | 3   |     |     |     |
| Participates in discussion and/or learning activities              | 3   |     |     |     |

To view standards in each strand for English Language Arts and Mathematics, visit <http://www.corestandards.org> (Transitioning to NJ Student Learning Standards)

| Science                                                                          | MP1        | MP2        | MP3        | MP4        |
|----------------------------------------------------------------------------------|------------|------------|------------|------------|
| <b>Science Practices</b>                                                         |            |            |            |            |
| Applies inquiry skills to investigate and solve problems                         | 4          |            |            |            |
| Communicates and justifies investigations with reasonable and logical arguments  | 3          |            |            |            |
| <b>Physical Science Concept</b>                                                  |            |            |            |            |
| Demonstrates matter has properties that can be observed, described, and measured |            |            |            |            |
| <b>Life Science Concepts</b>                                                     |            |            |            |            |
| Demonstrates the interdependency of relationships in ecosystems                  |            |            |            |            |
| <b>Earth Systems Science Concepts</b>                                            |            |            |            |            |
| Demonstrates Earth is part of a Solar System composed of objects orbiting a sun  |            |            |            |            |
| Understands the connection between gravitational force and motion                | 3          |            |            |            |
| Understands the interaction and support of Earth's materials and systems         |            |            |            |            |
| <b>Social Studies</b>                                                            | <b>MP1</b> | <b>MP2</b> | <b>MP3</b> | <b>MP4</b> |
| <b>Government and Citizenship</b>                                                |            |            |            |            |
| Compares and contrasts forms and structures of government through U.S. history   |            |            |            |            |
| <b>Geography</b>                                                                 |            |            |            |            |
| Explains the role geography had on settlement and expansion of the U.S.          | 3          |            |            |            |
| <b>Economics</b>                                                                 |            |            |            |            |
| Explains the impact of trade, mercantilism, and progression on U.S. economics    | 3          |            |            |            |
| <b>U.S. History</b>                                                              |            |            |            |            |
| Describes critical events throughout early U.S. history                          | 3          |            |            |            |

| Reporting Key for Behaviors That Support Learning                                                                                                                                                                                    |     |     |     |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| <b>4</b> Exceeding Grade Level Expectations<br><b>3</b> Meeting Grade Level Expectations<br><b>2</b> Approaching Grade Level Expectations<br><b>1</b> Not Meeting Grade Level Expectations<br><b>BLANK Not Assessed At This Time</b> |     |     |     |     |
| Learner Behaviors                                                                                                                                                                                                                    | MP1 | MP2 | MP3 | MP4 |
| Respects others' rights, feelings, and property                                                                                                                                                                                      | 3   |     |     |     |
| Accepts responsibility for own behavior                                                                                                                                                                                              | 4   |     |     |     |
| Follows directions                                                                                                                                                                                                                   | 3   |     |     |     |
| Works independently                                                                                                                                                                                                                  | 3   |     |     |     |
| Uses time constructively and effectively                                                                                                                                                                                             | 3   |     |     |     |
| Completes and returns homework assignments                                                                                                                                                                                           | 3   |     |     |     |
| Contributes to discussions and learning activities                                                                                                                                                                                   | 3   |     |     |     |
| Approaches challenges using a variety of strategies                                                                                                                                                                                  | 3   |     |     |     |
| Follows school rules                                                                                                                                                                                                                 | 3   |     |     |     |
| ART                                                                                                                                                                                                                                  | MP1 | MP2 | MP3 | MP4 |
| Self-assesses effectively through the use of rubrics and grade level references                                                                                                                                                      | 4   |     |     |     |
| Identifies the elements of art and principles of design by following directions                                                                                                                                                      | 4   |     |     |     |
| Creates two/three-dimensional work utilizing elements of art and design                                                                                                                                                              | 3   |     |     |     |
| Music                                                                                                                                                                                                                                | MP1 | MP2 | MP3 | MP4 |
| Demonstrates the ability to perform and create music with instruments or voice                                                                                                                                                       | 3   |     |     |     |
| Identifies musical elements & responds in movement, written, or verbal responses                                                                                                                                                     | 3   |     |     |     |

Our Mission

The Springfield Public School District is committed to providing high quality, efficient educational programs that are second to none. Every effort is made to ensure that the district's certificated and support personnel are among the best in their fields. The staff and Board of Education are dedicated to maintaining a reputation for excellence in the delivery of child-centered educational programs. Very simply stated, SCHOOLS ARE FOR KIDS!