

COMMON CORE REPORT CARDS

The Common Core standards describe what a student should know and be able to do in English Language Arts and Math at each grade level. The Common Core standards are designed to be relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers. Our District report card is aligned to the Common Core standards.

This brochure explains some of the key features of the report card and the Common Core standards for Math and English Language Arts. If you have further questions feel free to contact your student's teacher or the school principal.



BOARD OF EDUCATION

Mr. Frank A. Ibarra, President
Mrs. Joanne E. Thoring-Ojeda, Vice-President
Mrs. Patt Haro, Clerk
Mr. Randall Cenicerros, Member
Mr. Dan Flores, Member
Mr. Pilar Tabera, Member
Mr. Kent Taylor, Member

JERRY ALMENDAREZ
Superintendent

MIKE SNELLINGS
Assistant Superintendent
Educational Services Division TK-12

DR. SYED HYDER
Director of Elementary
Curriculum & Instruction TK-6

GIL DIAZ
Director of Language Support Services



PARENT K-6 REPORT CARDS GUIDE



GRADE 5



DATES - 2017-18

REPORT CARD:	DEC 14 JUNE 6
PROGRESS REPORT:	OCT 13 MAR 16

KEY FEATURES

Levels of Achievement: 4, 3, 2, 1

A standards-based report card's rubric approach (4,3,2,1) provides information about students' development of semester goals. Development is measured as: 4 = Thorough, 3 = Adequate, 2 = Partial, 1 = Minimal.

Your student's developmental progress may change from one marking period to the next due to a variety of factors. This means a student may meet the grade-level expectations during the first marking period, but as the expectations (rigor, language demands and/or ability) increase, the student may not demonstrate the same level of achievement during the next marking period.

Standards-based reporting separates the learning behaviors from their academic abilities while maintaining consistency among grade levels.

Effort: +, ✓, —

Effort indicates students' completion of assignments, homework, attention to detail and perseverance.

- + = Strong Effort
- ✓ = Adequate Effort
- = Lack of Effort

ENGLISH LANGUAGE ARTS

STUDENTS IN GRADE 5 WILL WORK TOWARDS COMMON UNDERSTANDINGS IN THE FOLLOWING KEY AREAS:

READING:

- Read grade level text fluently with understanding. Determine the meaning of complex literature and informational text through careful analysis of details, examples, and the author's use of language, including figurative language, similes, and metaphors.
- Quote directly from the text to explain both explicit meaning and inferences.
- Make connections within and between texts, and analyze text structure and the interactions of characters and ideas.
- Make sense of content presented in many ways, including audio and video media formats, as well as content presented digitally and in text format.

WRITING:

- Write and publish a variety of increasingly sophisticated, structured, and detailed written text, including opinions, nonfiction writing that explains a topic, and fictional and personal narratives.
- Write clear and coherent writing pieces of varying length for many different purposes and audiences, including multiple paragraph essays. In addition, students will write in response to literature and informational text.
- Use multiple resources to conduct short research projects.
- With some support and guidance from teacher and peers, revise and edit writing to produce strong and well-structured text.
- Publish writing and interact with others using sufficient keyboarding skills and technology to communicate effectively.

SPEAKING & LISTENING:

- Engage effectively in range of collaborative discussions with their peers and teachers.
- Prepare to discuss the topics indicated, following the rules of discussion, asking and responding to questions, and drawing conclusions from discussions.
- Analyze and evaluate information obtained from various media formats for reasoning and evidence, and identify logical fallacies within presentations.
- Clearly present information orally in many contexts, including delivering opinion speeches, and be able to use digital media to present information.

LANGUAGE:

- Use grade-level appropriate grammar, conventions, and spelling.
- Develop their vocabulary through reading in context, using Greek and Latin roots to determine the meaning of unknown words, and consulting reference materials to clarify precise meanings and usages of words.

- Understand figurative language including similes and metaphors, and explain the meanings of common idioms, adages, and proverbs.
- Have the ability to use a range of grade level appropriate academic vocabulary when engaged in learning tasks.

MATH

STUDENTS IN GRADE 5 WILL WORK TOWARDS COMMON MATH UNDERSTANDINGS IN THE FOLLOWING KEY AREAS:

- 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)
- Extending division to two-digit divisors, integrating decimal fractions into the place-value system, developing understanding of operations with decimals to hundredths, and developing fluency with whole-number and decimal operations
- Developing understanding of volume.
- Students also fluently multiply multi-digit whole numbers using the standard algorithm.



ENGLISH LANGUAGE DEVELOPMENT

(Only applicable to Language Learners)

If your student is an identified English Learner, the appropriate box will be marked stating: *These grades are reflective of both content standards and English Language Development Standards.*

Your student's language development may change from one marking period to the next due to their language learning progression.

THE CA ELD STANDARDS ARE DESIGNED TO:

- Amplify the language knowledge, skills, and abilities of these standards, essential for school success;
- Be used **in tandem** with the CA Common Core State Standards for instruction and grading purposes;
- Create realistic expectations of what students should do with language;
- Set clear developmental stages of language;
- Provide families and caretakers with a tool for discussing learning progress and ways to support their children's language and development at home.