

# 5

## BENSENVILLE SCHOOL DISTRICT 2 FIFTH GRADE REPORT CARD 2017-2018

**Mission Statement:** Maximize the unique potential of each child by honoring a natural curiosity and igniting a desire to learn.

Name:

Grade:

Teacher:

School:

**Purpose:** The purpose of this report card is to accurately communicate what best describes the student's level of performance at this time. It is one of several reporting tools used to inform students, parents, and others about the student's current areas of strength and areas where additional time and effort are needed.

**NOTE:** The Engrade Parent Portal provides details about your child's learning. As a result, the comment sections on the report card are brief.

**Academic Scoring Marks:** For each trimester some curricula content is just being introduced. As a result, students may not receive a "meets" or 'exemplary' marking until a subsequent trimester. Report card marks reflect progress for each trimester.

- E Exemplary** The student independently extends and applies key concepts, processes, and skills and can transfer this learning to new contexts.
- M Meets** The student demonstrates a solid understanding of key concepts, processes, and skills and can consistently apply this learning.
- P Progressing** The student is progressing toward an understanding of key concepts, processes, and skills with minimal assistance.
- B Beginning** The student is beginning to understand key concepts, processes, and skills with assistance.

**NA Not assessed at this time**

**\* Modified expectation**

<b>Attendance</b> <i>Excessive absence or tardiness can negatively impact student progress.</i>	T1	T2	T3
Days Absent			
Days Tardy			

### Habits for Success:

Respectful, Collaborative Learner

- Communicates effectively with others, through speaking and listening
- Contributes to and is engaged in class discussions and collaborative work
- Demonstrates ability to work together with respect, compassion, and integrity
- Contributes positively to the class and school community

Responsible, Self-Directed Learner

- Takes responsibility for own learning and own behavior
- Uses resources effectively-class time, materials, assignments, peers, teachers
- Learns from mistakes and seeks help when needed
- Completes assignments at school and home

**+ Consistently**

**✓ Generally**

**- Rarely**

ART	T1	T2	T3
Brainstorms and investigates ideas for original artwork			
Develops skills and experiments with various art media and techniques			

Habits for Success	T1	T2	T3
Respectful, collaborative learner			
Responsible, self-directed learner			

**Art Teacher's Comments**

MUSIC	T1	T2	T3
Demonstrates understanding of musical terms and symbols			
Demonstrates musical knowledge and skills through responding, creating and performing			

Habits for Success	T1	T2	T3
Respectful, collaborative learner			
Responsible, self-directed learner			

**Music Teacher's Comments**

READING LEVEL	T1	T2	T3
Reading Level √ At – Below			
Reading Rate: Word Correct per Minute (WCPM)			
WCPM Target			

ENGLISH LANGUAGE ARTS	T1	T2	T3
<b>Reading</b>			
<b>R1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
<b>R2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>R3</b> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			
<b>R4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
<b>R5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
<b>R6</b> Assess how point of view or purpose shapes the content and style of a text.			
<b>R7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
<b>R8</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
<b>R9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
<b>R10</b> Read and comprehend complex literary and informational texts independently and proficiently.			

ENGLISH LANGUAGE ARTS	T1	T2	T3
<b>Writing</b>			
<b>W1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
<b>W2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<b>W3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.			
<b>Language</b>			
<b>L1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Speaking and Listening</b>			
Demonstrate speaking and listening skills with partners, in small groups, and during whole class discussions.			

