



Matanuska-Susitna Borough School District

5th Grade Standards-Aligned Report Card

School Year:

Student:

ID#:

Teacher:

Report card scores reflect the level of proficiency on Alaska grade-level standards your student should master by the end of the year.

Reporting Key

3 – Proficient	Independently meets grade-level standards
2 – Approaching Proficient	Partially meets grade-level standards
1 – Not Proficient	Does not meet grade-level standards
NM – Not Measured	Not measured/evaluated at this time
NE - No Evidence	No evidence demonstrated by student

Attendance	Q1	Q2	Q3	Q4
Absences				
Tardies				

BEHAVIORS THAT SUPPORT LEARNING (CITIZENSHIP)	Q1	Q2	Q3	Q4
Adapts to activity change				
Attendance supports learning				
Exercises self-control				
Follows directions, routines, and expectations				
Interacts cooperatively with others				
Respects the rights and property of others				
Solves problems appropriately				
MATH	Q1	Q2	Q3	Q4
Effort				
Work Completion				
NUMBERS AND OPERATIONS IN BASE TEN				
Understand the place value system (e.g., read, write, and compare decimals to thousandths; add, subtract, multiply, and divide decimals to hundredths)				
Perform operations with multi-digit whole numbers and with decimals to hundredths				
NUMBERS AND OPERATIONS - FRACTIONS				
Use equivalent fractions as a strategy to add and subtract fractions				
Apply previous understandings of multiplication and division to multiply and divide fractions				
MEASUREMENT AND DATA				
Geometric measurement (e.g., understand concepts of volume and relate to multiplication and addition)				

ENGLISH LANGUAGE ARTS	Q1	Q2	Q3	Q4
Effort				
Work Completion				
READING STANDARDS FOR LITERATURE				
Key Ideas and Details				
Determine a theme, author's message, purpose of a story, drama, or poem using details and evidence from the text				
Organization and Structure				
Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole)				
Integration of Knowledge and Ideas				
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development				
Range of Reading and Level of Complexity				
By the end of the year, read and comprehend a range of literature appropriate to grade 5				
READING STANDARDS FOR INFORMATIONAL TEXT				
Key Ideas and Details				
Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate				
Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text				
Organization and Structure				
Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area				
Integration of Knowledge and Ideas				
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				
Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably				
READING: FOUNDATIONAL SKILLS				
Phonics and Word Recognition				
Know and apply grade-level phonics and word analysis skills in decoding words. 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				
Read with sufficient accuracy and fluency to support comprehension				
WRITING STANDARDS				
Effort				
Work Completion				
Text Types and Purposes				
Write opinion pieces on topics or texts, supporting a point of view with fact or text-based reasons and information				
Write informative/explanatory texts to examine a topic and convey ideas and information clearly				
Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology)				
SPEAKING AND LISTENING STANDARDS				
Presentation of Knowledge				
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace				
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully				

LANGUAGE STANDARDS				
Conventions of Standard English				
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking				
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing				
Vocabulary Acquisition and Use				
Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase				
Acquire and accurately use 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)				
SCIENCE	Q1	Q2	Q3	Q4
Effort				
Work Completion				
Physical Science: Structure and Properties of Matter				
Life Science: Matter and Energy in Organisms and Ecosystems				
Earth and Space Systems				
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Effort				
Work Completion				
Civics/Government/Economics				
Geography				
History				
HEALTH	Q1	Q2	Q3	Q4
Understanding of concepts				
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Behaviors that support learning				
Fitness development				
Motor skill development				
MUSIC	Q1	Q2	Q3	Q4
Effort				
Behaviors that support learning				
Standards of the music curriculum				
TECHNOLOGY LITERACY				
Digital citizenship				
Technology skills				



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For more specific information, please refer to the Alaska State Standards available at:
<https://education.alaska.gov/akstandards/standards>

Teacher Comments

Quarter 1

Quarter 2

Quarter 3

Quarter 4