

Grade 5 Report Card Guide

Columbia Heights Public Schools uses a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** CHPS uses standards-based reporting, and **how** to read your student's report card.

What is standards-based reporting?

The state of Minnesota has identified standards for all subject areas. These standards identify what students should know and be able to do. Districts are required to implement these standards to ensure all students have access to high-quality content and instruction. In a standards-based reporting system, students' academic performance is measured relative to grade level standards.

Why standards-based reporting?

A standards-based reporting system provides:

- Clear targets for students and families that explain what is expected of students by the end of the year
- A more thorough explanation of the skills and concepts needed in order for students to meet each standard
- Information about students' current academic progress in relation to where they need to be by the end of the year
- Objective grading criteria for all students; students are scored based on the level at which they show proficiency of the standard, not how they perform relative to other students
- A focus on evidence of learning

Columbia Heights Public Schools values families as partners. We commit to providing families with timely, accurate, and useful information about student progress.

Please do not hesitate to reach out with any questions you may have about your student's report card.

How do I read my student's report card?

To represent the different levels of performance your student will demonstrate during the learning process, you will see the numbers 1, 2, 3 and 4. The expectation is that students will achieve a 3 (Meets Grade Level Standard) **by the end of the year**. In standards-based reporting, 1s and 2s are expected and progress is celebrated!

1	2	3	4
<p>Does Not Meet Grade Level Standard</p> <p>Anything less than criteria for "In progress."</p>	<p>In Progress Toward Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires with guidance and support.</p>	<p>Meets Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently.</p> <p>End of Year Goal</p>	<p>Above Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently, in addition to the benchmarks in the next grade level.</p>

Social Skills

Elementary students in Columbia Heights Public Schools learn social skills through the acronym CARES. The following social skills categories are marked on report cards:

Cooperation	Shows cooperation
Assertion	Shows assertion in appropriate ways
Responsibility	Takes responsibility for actions and work
Empathy	Shows empathy
Self-Control	Demonstrates self-control

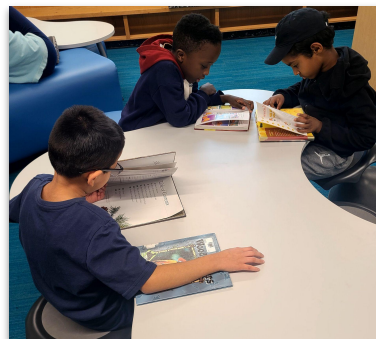


Language Arts

The Language Arts portion of the report card is divided into three categories: Reading; Writing; and Listening, Speaking, Viewing & Exchanging Ideas. Each section identifies the Minnesota English Language Arts (ELA) anchor standards for the grade level. Each anchor standard is the same for all grade levels K–12, with benchmarks that are grade-level specific. Benchmarks describe the skills and concepts expected by the **end of the grade level**.

Reading Standards	To meet this grade level standard, the student can...
Knows and applies grade-level phonics and word analysis skills in decoding words	Use knowledge of letter-sound correspondences, syllabication patterns, and word origin to decode and comprehend unfamiliar multisyllabic words in and out of context.
Reads grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension	Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.
Reads and comprehends a variety of grade-level texts independently	<ul style="list-style-type: none"> • Read independently and monitor understanding of grade-level text; self-correct as needed, independently using strategies including, but not limited to, making inferences and connecting text to background knowledge. • Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity. • Locate, select and read texts representing various perspectives and identities like and unlike their own, using various methods of searching for text. (e.g., literary award lists, curated book lists, book reviews).

Reading Standards, continued	To meet this grade level standard, the student can...
<p>Reads critically to understand and make meaning of themes and central ideas in fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Summarize the text. • Determine a theme or central idea of a text and how it is developed or conveyed through specific details. • Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in literary text. • Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text.
<p>Applies knowledge of how fiction and non-fiction texts are organized to make meaning</p>	<ul style="list-style-type: none"> • Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a literary text. • Identify the effects of the various informational text structures on a text or part of a text. • Interpret, apply, and evaluate the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements to support understanding in text.
<p>Analyzes how multiple factors influence the content, meaning, and style of fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Compare and contrast a firsthand and secondhand account, including those by Dakota and Anishinaabe authors, of the same event or topic; describe the differences in focus and the information provided. • Compare texts published in different time periods related to influences on meaning, content, or style of the texts. • Analyze a text's placement on a continuum of fact to fiction, citing evidence.
<p>Explains the argument and evidence in non-fiction texts</p>	<p>Identify an author's argument and how perspective and bias influence choices regarding evidence.</p>
<p>Examines the impact of vocabulary and word choice on content, style and meaning in fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Demonstrate understanding of word relationships and nuances (e.g., connotative and denotative) in word meanings in stories, poems, or songs. • Interpret words and phrases in academic, technical, and domain-specific vocabulary.
<p>Accesses, gathers, and assesses relevant information from a variety of sources</p>	<ul style="list-style-type: none"> • Collect information from a variety of sources in different formats, representing diverse perspectives (e.g., interviews, videos, podcasts). • Evaluate sources based on validity and credibility of information, related to task and purpose.



Writing Standards	To meet this grade level standard, the student can...
Applies rules of the written English language to express ideas in writing	<ul style="list-style-type: none"> • Use correct punctuation (including semi-colons and colons), spelling, capitalization and grammar authentically in writing. • Apply spelling patterns and rules to spell words with French and Latin word origin authentically in writing. • Use nouns, verbs, adjectives, adverbs (including relative adverbs) and pronouns (including relative pronouns) in sentences authentically in writing, building on skills from previous years.
Writes routinely for various purposes	<ul style="list-style-type: none"> • Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks). • Write to reflect how personal identity has developed over time.
Develops and strengthens writing by using a writing process	<ul style="list-style-type: none"> • Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit and publish. • Use words, phrases, punctuation and sentences to convey ideas precisely, appropriate to intended audience and context.
Expresses opinions, supports claims, and persuades using reasoning and evidence through writing	<ul style="list-style-type: none"> • Write to argue, situating argument in an explanation of a broad topic, building on skills from previous years. • Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration), building on skills from previous years.
Writes to inform, explain or respond to a topic, fiction text or non-fiction text	<ul style="list-style-type: none"> • Write to inform or explain, using precise, domain-specific vocabulary, developing subtopics, and grouping related information logically in chosen text structure, including using formatting (e.g., headings) and visuals when useful to aid comprehension, building on skills from previous years. • Write to respond to the style, tone and plot of a literary text (e.g., writing personal reactions, analysis, and interpretation of text).
Writes narratives, poetry, and other creative texts to express ideas	<ul style="list-style-type: none"> • Write to create, using basic literary techniques including figurative language, hyperbole and personification to impact style, tone and plot in various literary forms (e.g., poetry, stories, plays). • Use structure appropriate to chosen style and tone in written narratives, poetry or other creative text (e.g., chapters, stanzas, scenes).
Asks questions and conducts research to create texts and presentations for a variety of purposes and audiences	<ul style="list-style-type: none"> • Formulate questions independently and in collaboration with peers to guide inquiry. • Plan and conduct independent research using sources to build and share knowledge of a topic, and share findings in writing.
Uses and cites sources appropriately to support writing	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts (e.g., copyright, fair use, creative commons).



Listening, Speaking, Viewing and Exchanging Ideas Standards	To meet this grade level standard, the student can...
<p>Exchanges ideas in discussion and collaboration as a listener, speaker, and participant</p>	<ul style="list-style-type: none"> • Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. • Participate as a speaker and listener, drawing conclusions based on information and understanding gained from listening to others. • Express one's own ideas, stories and experiences, linking to comments of others. • Negotiate and compromise to support productive exchange of ideas. • Identify and work toward a shared goal. • Ask and respond to questions by making comments that demonstrate preparation for the discussion, contribute to the discussion and elaborate on the comments of others. • Seek feedback from others, ask clarifying questions for understanding, and make decisions and adjustments.
<p>Uses spoken language to communicate ideas effectively with others, considering audience and context</p>	<p>Use vocabulary, language, structure and features of spoken language to communicate ideas precisely, recognizing situational differences.</p>
<p>Creates written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.</p>	<ul style="list-style-type: none"> • Report on a topic in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles, demonstrating understanding of ethical and safe communication practices. • Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose and audience, demonstrating understanding of digital footprint.



Math

The Math section of the report card identifies priority standards for that grade level. These standards do not represent all of the standards that will be taught and assessed throughout the year, but rather essential standards for students to become proficient in before the next grade level.

Math Standards	To meet this grade level standard, the student can...
Solves basic multiplication facts quickly and accurately	Accurately complete 80-90% of multiplication facts on a timed assessment.
Solves basic division facts quickly and accurately	Accurately complete 80-90% of division facts on a timed assessment.
Solves real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers	Independently solve real-world mathematical problems using addition, subtraction, multiplication, and division of whole numbers.
Orders and compares fractions	Independently order and compare fractions.
Orders and compares decimals	Independently order and compare decimals.
Recognizes and generates equivalent decimals, fractions, mixed numbers and improper fractions	Independently recognize and generate equivalent decimals, fractions, mixed numbers and improper fractions.
Solves real-world and mathematical problems requiring addition and subtraction of decimals and fractions	Independently solve real-world and mathematical problems requiring addition and subtraction of decimals and fractions.
Creates and uses rules, tables, spreadsheets and graphs to solve problems	Create and use rules, tables, spreadsheets and graphs to solve problems when given a task.



Math Standards, continued	To meet this grade level standard, the student can...
Evaluates and solves algebraic expressions using variables	Evaluate and solve algebraic expressions using variables.
Determines the area of triangles and quadrilaterals in 2D figures	Determine the area of triangles and quadrilaterals.
Uses formulas and other tools to find area, volume, and surface area in 3D figures	Use formulas and other tools to find area, volume and surface area.
Finds the mean, median, mode, and range of a set of data	Find the mean, median, mode and range of a set of data.
Creates and analyzes tables and graphs	Create and analyze tables and graphs when provided with a set of data.



Science

The Science section of the report card is organized around the four strands of the Minnesota Science Standards. Each strand is the same for all grade levels K–12, with benchmarks that are grade-level specific.

Science Standards	To meet this grade level standard, the student can...
Develops relevant questions to design and conduct investigations	Create relevant questions to design and conduct investigations independently.
Records and interprets observations and data	Record and interpret observations and data independently.
Uses scientific principles and the engineering process to design reasonable solutions	Use scientific principles and the engineering process to design reasonable solutions independently.
Creates and communications scientific arguments using evidence	Create and communicate scientific arguments using evidence independently.

Specialists

Students in Columbia Heights Public Schools have the opportunity to engage in Visual Arts, Music, and Physical Education classes. Specialist teachers report on priority standards from that content area.

Visual Arts Standards	To meet this grade level standard, the student can...
Uses knowledge and understanding of the elements and principles of design to create original artwork	Create artwork that demonstrates an understanding of the use of design elements and principles.
Uses knowledge and understanding of the elements and principles of design to discuss and present artwork	Present and discuss artwork using art concepts and vocabulary and can describe the artistic choices that they have made independently.
Demonstrates skillful use of art materials	Make intentional choices about the use of art materials to produce work that is neat and complete, with attention to detail.

Music Standards	To meet this grade level standard, the student can...
Demonstrates accurate and expressive vocal skills	Demonstrate clear and correct tone and pitch most of the time within appropriate grade level repertoire.
Demonstrates accurate and expressive instrumental skills	Demonstrate present and clear beat instruments most of the time within appropriate grade level repertoire.

Physical Education Standards	To meet this grade level standard, the student can...
Actively engages in required activities	Self-initiate participation in required activities.
Demonstrates a variety of motor skills and movement patterns	Complete grade-level appropriate motors skills and movement patterns independently and and with automaticity.
Applies rules, uses equipment appropriately, and works cooperatively with others	Know, understand, and follow rules, demonstrate respect and appropriate use of equipment, and work cooperatively with peers.
Uses feedback to improve performance	Willingly receive feedback and use feedback to improve performance.