



Report Card Family Guide

Grade 5

Greetings, Cambrian Families,

At Cambrian, we value your partnership in supporting all aspects of your child's education and growth. Cambrian has created the Standards-Based Report Card (SBRC) as a tool to support two-way communication between you and your child's teacher regarding your child's progress toward mastery of standards.

This **Report Card Family Guide** has been specially designed for you to use with your child's report card. This document contains important information on each content area for the grade level.

Overview of the Report Cards

[Cambrian School District's Mission](#) calls for mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in various fields and areas of interest. **The CSD Report Cards are intended to communicate progress toward mastery of these skills and standards.**

All CSD students in grades TK-5 receive marks in the following areas: Social-Emotional Development, Language Arts, History/Social Studies, Mathematics, Science, Physical Education, and Visual and Performing Arts. Students who are English Learners receive additional marks indicating their progress in learning English.

Students receive marks that show progress of current grade-level standards. Mastery of standards is indicated with a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. All students receive proficiency level indicators for the standards at their grade level. English Learners will also receive additional marks for their proficiency in English related to the CA English Language Development (ELD) Standards. Refer to the first page of your child's report card to view the Proficiency Level Indicators for Content Standards and English Language Development Standards.

English Language Arts

In Grade 5, students will continue to build connections between reading, writing, and language. In reading, they continue to analyze text by making inferences, comparing narratives (stories) of the same genre for topic and theme, and consider how point of view influences the narrative. They determine two or more main ideas and analyze multiple accounts of the same event. Fifth graders use structure purposely depending on their audience and purpose in writing. They write multi-paragraph opinion pieces, use academic vocabulary and illustrations in their informative writing, and use literary techniques like dialogue and pacing to develop their characters in narratives (stories). They will deliver and give oral presentations on a topic or text with various facts and details prepared for specific audiences.

Fifth Graders will:

Reading	<ul style="list-style-type: none"> ● Analyze, compare, and contrast themes and characters. ● Quote from a text when sharing explicitly learned information and inferred information. ● Explain relationships between multiple events and use multiple texts to draw conclusions. ● Determine the meaning of academic vocabulary, idioms, and metaphors using the context.
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Writing	<ul style="list-style-type: none"> • Write organized, multi-paragraph informational and opinion pieces supported by evidence with a purposeful structure. Also, write narratives (stories) with a plot and develop characters and settings with literary devices such as metaphors and dialogue. • Analyze literature in written pieces. • Note take and paraphrase when using multiple sources of information to produce written text. • Use grade-level writing conventions, such as appropriate capitalization and punctuation. Use more complex sentences and verb tense to convey time. • Use technology for research and writing.
Speaking & Listening	<ul style="list-style-type: none"> • Reports orally on a topic or text or presents orally an opinion in a logical sequence with appropriate facts and details to support ideas

Math

Being prepared for the 21st-century workforce requires being able to do more than simply compute or carry out procedures. Children need conceptual understanding, procedural fluency, and know-how, why, and when to apply this knowledge to answer questions and solve problems. They need to be able to reason mathematically and communicate their reasoning effectively to others. Therefore, how your child learns about math may look different from how math was taught previously. The Common Core State Standards provide a framework for broadening what it means to do and learn math.

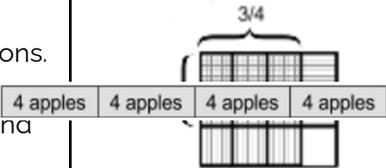
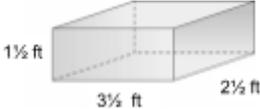
Mathematical Learning Behaviors:

The Mathematical Learning Behaviors describe ways in which students increasingly should engage with the subject matter as they grow in mathematical maturity and expertise. They are a balanced combination of procedure and understanding.

Fifth Graders will:

Reasons about problems, explains thinking, and considers thinking of others	<ul style="list-style-type: none"> • Students can use manipulatives, drawings, and writing to solve problems and demonstrate reasoning • Students can verbally explain their thinking and respond to the thinking of others
Analyzes numerical patterns and relationships	<ul style="list-style-type: none"> • Students understand that patterns occur regularly in math • Students can see and understand how numbers, decimals, fractions, and shapes are organized and put together as parts and wholes • Students understand that patterns in math apply to equations • Students use this understanding of math patterns to work with repeated calculations, such as number families
Attends to precision and checks for errors	<ul style="list-style-type: none"> • Students understand that math needs to be done with care and precision • Students understand that math symbols have specific meanings and appropriate math vocabulary

Grade 5 math focuses most heavily on four critical content areas:

<p>Developing proficiency 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).</p>	<ul style="list-style-type: none"> Using equivalent fractions as a strategy to add and subtract fractions. Applying and extending previous understandings of multiplication and division to multiply and divide fractions. 	
<p>Extending division to two-digit divisors, integrating decimal fractions into the place value system, developing understanding of operations with decimals to hundredths, and developing proficiency with whole number and decimals.</p>	<ul style="list-style-type: none"> Deepening understanding of the place value system. Performing operations with multi-digit whole numbers and with decimals to hundredths. 	
<p>Developing understanding of volume.</p>	<ul style="list-style-type: none"> Understanding concepts of volume and relating volume to multiplication and addition. 	

Science

Cambrian continues to utilize the **Next Generation Science Standards (NGSS)**, which include a greater focus on Science and Engineering Practices: what real scientists and engineers do as part of their work. Emphasis on practices, rather than solely on memorizing scientific facts, better prepares students for future opportunities within the fields of science and engineering and allows all students to become more scientifically literate citizens who can think critically about issues that matter, from healthcare to the environment.

Fifth Graders will:

Ask Questions, Develop and Using Models, Plan and Conduct Investigations, and Design Solutions

- Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause-and-effect relationships
- Plan and conduct investigations collaboratively, collecting data to serve as evidence for a scientific explanation of a phenomenon.
- Use or develop scientific models to explore and test relationships within a natural or designed system.
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of a design challenge.

History/Social Studies

In fifth grade, students learn about the development of the United States up until 1850, beginning with the First Nations (Native American tribes), explorers, colonialism, the American Revolution, and more.

Fifth Graders will:

History/ Social Studies	<ul style="list-style-type: none"> • Compare and contrast the First Nations, including their government and economy, their culture and the way their environment influenced their daily lives. • Describe the characteristics of European explorers and the routes they took, and locate the land they claimed on maps. • Explain why Europeans chose to explore and colonize. • Describe the conflict and cooperation between the First Nations and the explorers, settlers, and colonists. • Identify the 13 colonies on a map and understand how colonialism formed the basis for our current democracy and free economy. • Know the founders of the colonies and the reasons for their founding, and describe their religion. • Describe the introduction and history of slavery. • Know the significant people and events of the Revolution. • Describe the US Constitution and be able to explain its significance. • Discuss Western immigration, including the economic reasons for it. • Know the 50 states and capitals.
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Visual and Performing Arts

Students in all grades are taught according to the **Visual and Performing Arts Standards for California Public Schools** adopted by the **California State Board of Education**. Students are graded in Creative Engagement for both Art and Music.

Physical Education

Physical Education is a content area where your student will participate in various activities focusing on motor skills, movement patterns, physical fitness, goal setting, healthy lifestyle choices, and positive social interactions. Students will be graded on their participation and their gross motor skills. Physical Education is a comprehensive instructional program that differs from recess, free play, recreational sports, and athletics. PE Specialists and Classroom Teachers collaborate to provide high-quality instruction and meet the mandated minutes required by California State law. Ultimately, our vision is that students become confident, active, and healthy lifelong movers.

English Language Development

The English Language Development (ELD) Section on the report card is only completed for students who are English Learners (ELs). The ELD section includes statements from the California English Language Development Standards, which describe key skills and knowledge needed by students learning English.

The California ELD Standards describe a continuum of increasing language proficiency.

- **Well Developed:** Students at this level have well-developed English skills for the domain. They can use English to learn and communicate in meaningful ways, but they may occasionally need help using it.
- **Moderately Developed:** Students at this level have somewhat to moderately developed English skills for the domain. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
- **Beginning to Develop:** Students at this level have minimally developed English skills for the domain. They may be able to use known words and phrases in English to communicate meaning at a basic level. They may need substantial help using English.

Summative English Language Proficiency Assessments for California (ELPAC)

What is reported on the Report Card?

The ELPAC scores apply to English Learners. There are four performance levels that a student can achieve on the Summative ELPAC: 1, 2, 3, or 4, with four being the highest. The report of results for each student gives the oral language score (a combination of listening and speaking scores), the written language score (a combination of reading and writing), and the overall score (a combination of the oral and written scores).

What is Summative ELPAC?

California law requires that school districts administer an English proficiency test annually to students who are English learners. This test is called the English Language Proficiency Assessments for California (ELPAC). The Summative ELPAC is taken each spring.

What is the purpose of the Summative ELPAC?

- To assess English Language Development in English learners in Transitional Kindergarten through twelfth grade
- To check their progress in learning English each year

When do families receive the results?

Results for the spring administration of the Summative ELPAC are mailed to families each Fall. Report cards display Summative ELPAC scores from the previous school year.

For students new to California, the Initial ELPAC is administered in the fall to place them into English Language Development (ELD) classes. The initial results are given to parents in the fall, and these students will also be assessed in spring with the Summative ELPAC.

Additional Resources for Multilingual Learner Families

- For information about **reclassification**, go to <https://www.cambriansd.org/departments/educational-services/multilingual-learner-program>
- More information can be found on the CA Department of Education ELPAC Resource page at cde.ca.gov/ta/tg/ep