Name:	
Student ID:	
School:	
Teacher:	
Principal:	
Year: 2024-2025	

Cambrian School District
Grade 5 Report Card
California Content Standards

Reporting Periods	Attendance	T1	T2	T3
T1 = 1st Trimester	Days Absent	0	0	0
T2 = 2nd Trimester	Days Tardy	2	2	2
T3 = 3rd Trimester	Days Independent Study	0	0	0

The Grade 5 Report Card is a tool for the Cambrian School District (CSD) to communicate with you regarding your child's progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 6th grade. For detailed information about the proficiency levels for each standard listed, please see the online CSD Report Card Family Guide.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Grade 5 Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.
Standards	Standard statements identify what students should know and be able to do. Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/.
Family Guide	The Family Guide provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards

4	**Exceeds current standard**	Student demonstrates a thorough and in-depth understanding of current grade level standard.
3	**Meets current standard**	Student consistently demonstrates mastery of standard.
2	**Approaching standard**	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	**Not yet approaching standard**	Student needs more practice in understanding the standard.
/	**Not Assessed**	

Proficiency Level Indicators for Successful Learner Behaviors

Pro	**Proficient**	Consistently meets behavior standard
Dev	**Developing**	Sometimes meets behavior standard
Emerg	**Emerging**	Rarely meets behavior standard

Cambrian Successful Learner Behaviors	T1	T2	T3
Demonstrates best effort (Perseverance)			
Demonstrates creative thinking & problem solving (Innovator & Problem Solver)			
Demonstrates self-control (Communicator)			
Displays a growth mindset when encountering challenges (Perseverance)			
Follows classroom behavior expectations (Collaborator)			
Follows school behavior expectations (Collaborator)			
Manages time effectively to complete classwork (Problem Solver)			
Organizes work and materials (Problem Solver)			
Shows respect for self, others, and property, "Follows the group plan" (Collaborator)			
Uses technology responsibly to learn, create, and participate. (Innovator & Problem Solver)			
Uses technology to create and curate digital resources and digital work products. (Communicator)			
Works cooperatively (Collaborator)			
Works independently (Innovator & Problem Solver)			
English Language Arts	**T1**	**T2**	**T3**
Reading			
Reads with sufficient accuracy and fluency to support comprehension			
Determines the theme of a story and understands characters, settings, and events in fictional texts			
Identifies the main idea and overall structure of informational texts			
Compare and contrast characters, settings, events, or text structures between two or more texts			
Uses quotes from the text to summarize and explain what the text says and means			
Writing			
Writes narratives; establishes a situation, effectively uses narrative techniques, and provides a conclusion			
Writes informative/explanatory texts; logically develops a topic with facts, details or quotations, and provides a concluding section			
Writes opinion pieces; states a point of view with logically ordered reasons, provides a conclusion			
Uses appropriate writing conventions for capitalization and punctuation			
Uses appropriate writing conventions for spelling and grammar			
Produces fluid and legible handwriting/penmanship			
Integrates information from different texts to write or speak about a subject			
Speaking and Listening			
Reports orally on a topic or text or presents orally an opinion in a logical sequence with appropriate facts and details to support ideas			
Mathematics	**T1**	**T2**	**T3**
Mathematical Learning Behaviors			
Reasons about problems, explains thinking, and considers thinking of others			
Generates and analyzes patterns that follow a given rule			
Attends to precision and checks for errors			
Mathematical Skills			
Integrates decimal fractions into the place value system			
Fluently add, subtract, multiply, and divide decimals			
Multiply multi-digit whole numbers			
Perform multi-digit whole-number division with remainders and decimals			
Uses equivalent fractions as a strategy to add and subtract fractions			
Applies knowledge of multiplication and division to fractions			
Makes and interprets line plots using grade level fraction operations			
Understands volume as relates it to multiplication and addition			
Classifies two-dimensional figures into categories based on their properties			
Graphs points on the coordinate plane to solve real world mathematical problems			
Writes and interprets numerical expressions			
Converts like measurement units within a given measurement system			

Science and Engineering	T1	T2	T3
Physical Science: Understand that matter is conserved when it changes state, when it dissolves into another substance, & when it is part of a chemical reaction; Identify properties and behaviors of substances.			
Life Science: Understand how Earth's systems interact and how organisms gets the materials from the environment that they need for survival.			
Earth Science: Explore properties of the atmosphere, energy transfer from the Sun to Earth, and the dynamics of the water cycle; Investigate the interactions of the Sun, Earth, and Moon to reveal predictable patterns.			
Defines a design problem that includes constraints and specific criteria for success			
Plans and conducts investigations to answer questions and test solutions to problems			
Constructs explanations with sufficient evidence			
Designs multiple solutions to address engineering problems			

History/Social Studies	T1	T2	T3
Locates the 50 states and their capitals			
Describes Native American settlements			
Understands and explains immigration and settlement patterns from 1600s-1800s			
Identifies and describes the political, religious, and economic events of the American Revolution			
Trace the routes of early explorers and describe their explorations			

Visual and Performance Arts	T1	T2	T3
Music: Creative engagement			
Art: Creative engagement			

Physical Education	T1	T2	T3
Participation			
Gross Motor Skills			

Comments

Trimester 1

Trimester 2

Trimester 3

*** ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners only) ***

Proficiency Level Indicators for English Language Development (ELD) Standards

3: 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. They may occasionally need help using English.
2: Moderately Developed	Students at this level are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary & linguistic structures, and apply growing language skills in more sophisticated ways appropriate to their age & grade level.
1: Beginning to Develop	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
/	Not assessed this period

English Language Development Standards	T1	T2	T3
Contributes to discussions in all settings by taking turns and asking and answering questions			
Expresses an opinion to persuade & negotiate using basic learned phrases in conversations in all settings			
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing			
Describes ideas, experiences and key details from a variety of grade level texts and multimedia			
Understands and applies how writers and speakers use language			
Knows and applies basic literacy skills in reading and writing			

English Language Proficiency Assessments for CA (ELPAC) Scores (from previous year)

Test Date	Oral	Written	Overall	ELPAC Level Descriptors Key	Met Progress: Increased at least one level on two most recent Summative ELPAC assessments		
					T1	T2	T3
00/00/0000	0	0	0	4: Well Developed 3: Moderately Developed 2: Somewhat Developed 1: Beginning Stage 0: Not applicable/not available			

Assigned to Grade: _____ **Teacher SIgnature:** _____