

READING AND WRITING

Speaking & Listening

- Engage in conversations about a topic
- Speak clearly with pace, volume, and expression

Reading - Foundational Skills

- Know and apply grade level phonics and word analysis
- Read grade level texts accurately and fluently
- Understand grade level vocabulary
- Demonstrate independent grade level comprehension
- Demonstrate the use of conventions and grammar

Reading and Writing - Informational

- Identify and analyze the main idea and details
- Comprehend grade level text
- Write an informational piece citing textual evidence

Reading and Writing - Narrative

- Identify and analyze story elements
- Comprehend grade level text
- Write a narrative with story elements

Reading and Writing - Opinion

- Identify and analyze the main idea and details
- Comprehend grade level text
- Write an opinion citing textual evidence

MATHEMATICS

Number and Operations in Base Ten

- Add and subtract decimals
- Divide decimals
- Divide whole numbers
- Multiply decimals

- Multiply whole numbers
- Reads, writes, compares, and rounds decimals up to the thousandths place.

Operations and Algebraic Thinking

- Analyze patterns and relationships
- Interpret and write numerical expressions

Number and Operations - Fractions

- Add and subtract fractions and mixed numbers with unlike denominators
- Divide fractions
- Multiply fractions and mixed numbers

Geometry

- Classify two dimensional figures based on properties
- Graph points on a coordinate plane to solve problems

Measurement and Data

- Represent and interpret data
- Solve problems related to volume

Independent Learner:

- Organize self and materials
- Use time wisely to produce quality work
- Complete assigned work in a timely manner
- Use strategies to solve problems
- Use technology effectively
- Seek help or resources when needed

Respectful Learner:

- Respect other people's rights, feelings, and property
- Listen attentively and follow directions
- Accept responsibility for own behavior
- Exercise self-control
- Follow school and classroom expectations

Best practices

- Read at home for 20 minutes each night
- Practice math facts regularly
- Attend school regularly and arrive on time
- Come to school prepared to learn
- Come to school prepared to learn



READING & WRITING - SPEAKING & LISTENING

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Engage in conversations about a topic	Your child is a discussion leader! They do not just share ideas; they help manage the entire group conversation. They can listen to completely different opinions, summarize the main arguments, and gently help the group find common ground. They ask deep questions that make their classmates think harder and use text evidence flawlessly.	<p>Your child successfully meets the goal. They always come prepared to talk, bringing specific notes or ideas from their reading.</p> <p>They build on what classmates say by adding their own thoughts, asking good follow-up questions, and explaining their reasoning clearly using evidence from the text.</p>	Your child is very close to the goal. They are enthusiastic about sharing their own thoughts and listening to friends. However, their comments don't always connect to what the last person said. They tend to share random facts rather than using specific text evidence, and they rarely ask follow-up questions.	Your child is just starting to learn this skill. They struggle to stay focused on the topic being discussed, often interrupting others or remaining silent. They need a lot of teacher support, specific sentence starters, and direct guidance to listen to a peer and respond appropriately.	No evidence obtained
Speak clearly with pace, volume, and expression	Your child is a captivating public speaker! They don't just read information aloud; they perform it. They naturally change how fast or slow they speak, use intentional silence for dramatic effect, and adjust their volume perfectly to match the room's mood. They speak with incredible confidence, making eye contact instead of looking at notes.	Your child successfully meets the goal. When speaking to the class, they talk clearly and at a perfect speed—not too fast and not too slow. Their voice is loud enough for everyone in the room to hear them easily, and they use voice expression so their speech sounds interesting rather than flat or robotic.	Your child is very close to the goal. They can speak loudly and clearly when they feel comfortable. However, when they get nervous or look down at their notes, they start rushing, drop their volume, or sound a bit flat. They are working on keeping their voice expressive and steady from the beginning to the end of their speech.	Your child is just starting to learn this skill. They speak in a very quiet whisper or mumble, and rush through their words so quickly that it is hard to understand their ideas. They get very uncomfortable in front of a group and need lots of teacher encouragement, a tiny audience of peers, or direct guidance to speak aloud.	No evidence obtained



READING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Know and apply grade level phonics and word analysis	<p>Your child is a word analysis master! They do not just sound out words; they instantly break apart massive, complicated words from high-level science or history books into their hidden Greek, Latin, or root pieces. They read advanced texts smoothly and can instantly correct themselves if they mispronounce a strange new word.</p>	<p>Your child successfully meets the goal. When they come across a long, unfamiliar word in their reading, they don't guess. Instead, they look at the prefixes, suffixes, and root words, chop the word into neat syllable chunks, and blend it together correctly and independently.</p>	<p>Your child is very close to the goal. They are great at reading shorter words and recognizing simple word parts like "unhappy" or "careful." However, when they hit giant words with lots of syllables stacked together, they often guess based on the first few letters or leave off the endings of the words.</p>	<p>Your child is just starting to learn this skill. They get very overwhelmed by long words and often guess a word based on the first letter or the picture. They struggle to see how prefixes and suffixes change a word and need a lot of teacher support, sound-it-out tools, and simpler books to practice.</p>	<p>No evidence obtained</p>
Read grade level texts accurately and fluently	<p>Your child is an elite storyteller when reading aloud! They read advanced books smoothly and effortlessly. They do not just read words; they act them out naturally, using perfect pacing, shifting voices for different characters, and matching their tone to the hidden mood of the story. They instantly spot and fix any tiny reading errors without breaking their rhythm.</p>	<p>Your child successfully meets the goal. When reading a 5th-grade book aloud, they sound like they are just talking to you naturally—not rushing, but not dragging either. They pay attention to periods and commas to pause at the right times, read with great expression, and notice/fix their own mistakes if a sentence doesn't make sense.</p>	<p>Your child is very close to the goal. They can read many words correctly, but their reading sounds a bit choppy or robotic, like they are reading a list of words instead of a story. They tend to skip over periods and commas without pausing, and they slow down a lot when they hit hard words, which can make it tough to follow the story.</p>	<p>Your child is just starting to learn this skill. Reading grade-level books is very frustrating for them right now because they have to stop and sound out almost every word. Because it takes so much energy to figure out the words, they read very slowly, miss the meaning of the story, and need a teacher to read along with them.</p>	<p>No evidence obtained</p>



READING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Understand grade level vocabulary	<p>Your child is a word maestro! They don't just figure out definitions; they understand the hidden flavors and secrets of words. They easily understand advanced metaphors, tell you the exact difference between two very similar emotion words, and use clues from history and science to unlock complex, high-level vocabulary all on their own.</p>	<p>Your child is an exceptionally mature, independent reader! They don't just read fifth-grade books; they easily read and understand complex middle-school novels and dense articles completely on their own. They naturally spot hidden themes, analyze why an author wrote something a certain way, and compare deep ideas across different sources without any help.</p>	<p>Your child is very close to the goal. They are good at using basic context clues to figure out simple words. However, they get confused when a word has more than one meaning depending on the sentence. They also tend to take funny phrases or idioms literally, missing the hidden meaning the author intended.</p>	<p>Your child is just starting to learn this skill. When they hit a word they don't know, they usually guess randomly or skip it entirely, which hurts their understanding of the story. They struggle to see how prefixes, suffixes, or nearby words can help them, and they need direct teacher help and picture guides to learn new words.</p>	No evidence obtained
Demonstrate independent grade level comprehension	<p>Your child is an exceptionally mature, independent reader! They don't just read fifth-grade books; they easily read and understand complex middle-school novels and dense articles completely on their own. They naturally spot hidden themes, analyze why an author wrote something a certain way, and compare deep ideas across different sources without any help.</p>	<p>Your child successfully meets the goal. They can pick up any fifth-grade book, chapter, or science article and fully understand it on their own. They can confidently tell you the main theme or idea, explain what happened, and easily point to the exact sentences or paragraphs in the text that prove their thinking.</p>	<p>Your child is very close to the goal. They can read fifth-grade texts independently and understand the surface-level story or basic facts. However, they get stuck when they need to figure out deeper, unwritten meanings or complex scientific ideas by themselves. They usually need a graphic organizer, a quick chat, or a hint from the teacher to fully get it.</p>	<p>Your child is just starting to learn this skill. Reading and understanding fifth-grade books completely on their own is currently too frustrating for them. They easily lose track of who is talking or what the main point is, and they need a teacher right next to them, reading aloud, or much simpler books to help them practice.</p>	No evidence obtained



READING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Demonstrate the use of conventions and grammar	<p>Your child is a true grammar architect! They don't just follow the rules; they use grammar to make their writing beautiful and compelling. They can easily write about complex timelines involving the past, present, and future without getting tangled up. They naturally spot and fix any tiny errors in their own work and write like an author much older than fifth grade.</p>	<p>Your child successfully meets the goal. When writing a story or essay, they use the right verb words to show exactly when things are happening. If they start a paragraph in the past tense, they keep it in the past tense. They also smoothly use word pairs like <i>either/or</i> and <i>neither/nor</i> to connect their sentences correctly without any teacher help.</p>	<p>Your child is very close to the goal. They know their basic grammar rules and can write simple sentences well. However, when they write longer stories, they often accidentally switch back and forth between the past and present tense. They also try to use bigger connecting words like <i>neither/nor</i>, but the sentence ends up sounding clunky or mismatched.</p>	<p>Your child is just starting to learn this skill. Their writing is very hard to follow right now because their verbs are constantly mixed up (like using <i>runned</i> instead of <i>ran</i>, or jumping from yesterday to today in the same breath). They do not see these mistakes on their own and need a teacher to guide them word-by-word to fix their sentences.</p>	No evidence obtained
Identify and analyze the main idea and details	<p>Your child is an information architect! They don't just find the obvious main idea; they can read complex articles and uncover multiple deep, hidden themes or arguments at the same time. When they write reports, they explain exactly how the author used facts, charts, and quotes to prove their points, creating an advanced, professional summary entirely on their own.</p>	<p>Your child successfully meets the goal. When reading a 5th-grade article, they can easily find the two or three most important main ideas and point to the exact facts or details that support each one. They can write an unbiased, factual summary of what they read and write their own organized informational reports with clear, separate paragraphs for different facts.</p>	<p>Your child is very close to the goal. They can tell you what an article is mostly about and pick out cool facts. However, if an article has more than one big idea, they get confused. When they write summaries or reports, they tend to just list facts in a random order without organizing them into neat paragraphs, or they accidentally add their own feelings.</p>	<p>Your child is just starting to learn this skill. They have a hard time telling the difference between a minor detail and the actual main point of an article, often getting distracted by a single picture or fun fact. They need a lot of teacher help, highlighted text chunks, and simple fill-in-the-blank writing frames to create a basic report.</p>	No evidence obtained



READING & WRITING - INFORMATIONAL

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Comprehends grade level text	<p>Your child is an independent research expert! They don't just understand fifth-grade non-fiction; they comfortably read and comprehend complex, high-level history articles and science journals entirely on their own. When writing reports, they easily connect big ideas from different sources and explain complicated technical concepts like a mature writer.</p>	<p>Your child successfully meets the goal. They can pick up any fifth-grade science article or history textbook chapter and fully understand it on their own. They can explain the facts clearly, read matching charts or diagrams, and write an organized informational report that uses real science or history words correctly.</p>	<p>Your child is very close to the goal. They can read fifth-grade non-fiction and find the basic facts or main topic on their own. However, they get stuck when a science article explains a complicated, multi-step process or uses heavy technical language. Their reports are okay, but they often mix facts up instead of putting them into neat, organized paragraphs.</p>	<p>Your child is just starting to learn this skill. Reading and understanding fifth-grade factual texts on their own is currently too frustrating for them. They easily get overwhelmed by big vocabulary words and lose track of the main topic. They need a teacher right next to them to break the text into tiny pieces and use a lot of picture guides.</p>	No evidence obtained
Write an informational piece citing textual evidence	<p>Your child is a master research reporter! They don't just paste quotes into an essay; they smooth them into their own writing beautifully, like a professional journalist. They can look at different articles, pick the absolute best facts, and organize a complex report with advanced subheadings and professional language entirely on their own.</p>	<p>Your child successfully meets the goal. When writing an informational report, they don't just guess or write what they think. They read a source, pick out real facts or direct quotes, and put them into their essay using phrases like "The author states..." to show where they got the info. They organize their report neatly into paragraphs with clear headings.</p>	<p>Your child is very close to the goal. They can write an informational essay with clear paragraphs. However, they tend to write from their own memory rather than looking back at the article for facts. When they do use a quote, they often just drop it into the middle of a sentence without explaining who said it or why it matters.</p>	<p>Your child is just starting to learn this skill. Their reports are usually very short and read like random thoughts rather than an informational paper. They struggle to find facts in an article and often copy lines word-for-word from the book without realizing it is plagiarism. They need a teacher to help them find a fact and write it down.</p>	No evidence obtained



READING & WRITING - NARRATIVE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Identify and analyze story elements	<p>Your child is a master storyteller and literary critic! They don't just point out characters and settings; they analyze how a dark setting changes a character's mood, or how a minor event triggers a massive shift in the whole plot. When they write stories, they create deeply interesting characters, use symbolic clues, and orchestrate complex, movie-like plots entirely on their own.</p>	<p>Your child successfully meets the goal. When reading a 5th-grade book, they can easily compare two characters, explain how they interact, and describe how a specific event impacts the plot, backing up their ideas with text examples. When writing stories, they organize their ideas into a clear sequence with distinct characters and clear, descriptive settings.</p>	<p>Your child is very close to the goal. They can tell you who the main characters are and where a story takes place. However, they struggle to explain <i>why</i> an event happened or how two characters' relationships changed over time. When they write stories, they tend to rush through the action like a list of events rather than taking time to describe the scene or the characters' feelings.</p>	<p>Your child is just starting to learn this skill. They easily get confused about what is happening in a book, often mixing up different characters or failing to see the main problem in the plot. They struggle to write a creative story on their own, often writing disjointed sentences, and need a teacher's direct help, picture cards, and simple fill-in-the-blank story charts.</p>	No evidence obtained
Comprehend grade level text	<p>Your child is an elite book critic and creative writer! They don't just understand fifth-grade stories; they comfortably read and comprehend complex middle-school literature and poetry entirely on their own. When writing narratives, they easily handle advanced storytelling tools, like writing from two different viewpoints or using hidden clues to show how a character feels.</p>	<p>Your child successfully meets the goal. They can pick up any fifth-grade chapter book or play and fully understand it on their own. They can explain the lesson or theme of a story, tell you how a character changed, and write an organized creative story with an introduction, problem, clear dialogue, and a solid ending.</p>	<p>Your child is very close to the goal. They can read fifth-grade fiction and tell you what happened in the story on their own. However, they get stuck when they need to figure out a hidden lesson or understand <i>why</i> a character made a bad choice. Their own stories are okay, but they often rush the plot and forget to add detailed descriptions or meaningful dialogue.</p>	<p>Your child is just starting to learn this skill. Reading and understanding fifth-grade fiction on their own is currently too frustrating for them. They easily lose track of who is talking or what the main problem is. They need a teacher right next to them to break the chapters into tiny pieces and use a lot of character charts to keep track of the story.</p>	No evidence obtained



READING & WRITING - NARRATIVE

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Write a narrative with story elements	<p>Your child is a master fiction writer! They don't just write a basic story with a beginning, middle, and end; they build immersive worlds and deep characters like a professional author. They can play with time using cool tricks like flashbacks, write highly realistic dialogue that shows how characters think, and use settings symbolically to reflect a character's deep feelings entirely on their own.</p>	<p>Your child successfully meets the goal. When writing a story, they naturally set the scene and introduce the characters so the reader is hooked. They make sure the plot follows a smooth, logical timeline. They use real storytelling tools, like adding talking parts (dialogue) to show how characters interact, managing the speed of the story, and using descriptive words so you can picture the scene.</p>	<p>Your child is very close to the goal. They can write a complete story from start to finish. However, their plots usually move too fast because they rush through the action like a list of events. They try to add talking parts, but the dialogue sounds a bit unnatural. They are working on slowing down to add more descriptions of how characters look, think, and feel.</p>	<p>Your child is just starting to learn this skill. Their stories are usually very short, disjointed, and hard to follow because events happen in a confusing order. They struggle to create original characters or describe where the story takes place, often just listing actions. They need a teacher's direct help, simple picture story-maps, and fill-in-the-blank frames to write a story.</p>	No evidence obtained
Write a narrative with story elements	<p>Your child is a sophisticated writer! They don't just tell a story; they create a rich experience. Their characters feel complex and real, their plot moves back and forth in time, and their writing uses descriptive language that paints a complete, vivid picture for the reader.</p>	<p>Your child successfully meets the goal. They write strong, organized stories with a clear beginning, middle, and end. They use dialogue to reveal character and sensory details to describe the setting, ensuring the story flows logically from start to finish.</p>	<p>Your child is very close to the goal. They are learning to tell a story in order, but they sometimes need help adding enough description or making the story flow smoothly. They are practicing how to write dialogue so it is easy to read.</p>	<p>Your child is just starting to learn this skill. They need a lot of teacher support to organize their ideas. We are working on learning how to put their thoughts in a logical order to tell a clear, simple story.</p>	No evidence obtained



READING & WRITING - OPINION

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Identify and analyze the main idea and details	<p>Your child is an analysis and debate master! They don't just find the obvious point of view; they can read complex articles and uncover multiple deep, hidden arguments or motives at the same time. When they write opinion pieces, they explain exactly how the author used facts and logic, and they can confidently argue against opposing views entirely on their own.</p>	<p>Your child successfully meets the goal. When reading a 5th-grade persuasive article, they can easily find the main arguments and point to the exact facts or details that support each one. They can write a clear summary of what the author thinks, and they can write their own organized opinion reports with clear, separate paragraphs for different reasons.</p>	<p>Your child is very close to the goal. They can tell you what an opinion article is mostly arguing and pick out interesting points. However, if a text has multiple layers of logic, they get confused. When they write their own opinions, they tend to state how they feel over and over rather than using real facts, and they struggle to organize their reasons into neat paragraphs.</p>	<p>Your child is just starting to learn this skill. They have a hard time telling the difference between a small detail and the actual main argument of a text, often getting distracted by their own opinions on the topic. They need a lot of teacher help, highlighted text chunks, and simple fill-in-the-blank writing frames to state a basic opinion.</p>	<p>No evidence obtained</p>
Comprehend grade level text	<p>Your child is an elite critical thinker and debate writer! They don't just understand fifth-grade opinion articles; they comfortably read and comprehend complex historical speeches and advanced editorials entirely on their own. When writing opinion pieces, they look at a topic from all sides, use mature reasoning, and dismantle opposing views like an experienced debater.</p>	<p>Your child successfully meets the goal. They can pick up any fifth-grade opinion piece, editorial, or speech and fully understand what the author is trying to prove. They can tell the difference between a real fact and an author's personal feeling, and they can write an organized persuasive essay with an introduction, clear reasons, and a solid conclusion.</p>	<p>Your child is very close to the goal. They can read fifth-grade opinion pieces and tell you what the author wants them to believe. However, they struggle to figure out if the author's reasons actually make sense or if they are just being dramatic. Their own opinion writing is okay, but they tend to repeat "I think" or get overly emotional instead of using organized facts.</p>	<p>Your child is just starting to learn this skill. Reading and understanding fifth-grade persuasive texts on their own is currently too frustrating for them. They easily lose track of what the author is arguing and get confused by persuasive words. They need a teacher right next to them to break down sentences and use a lot of simple charts to help them follow the argument.</p>	<p>No evidence obtained</p>



READING & WRITING - OPINION

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Write an opinion citing textual evidence	<p>Your child is a master debate writer! They don't just state an opinion and glue quotes into an essay; they smooth facts and direct quotes into their own sentences beautifully, like a defense lawyer. They can look at different articles, pick the absolute strongest evidence, and naturally outsmart opposing views completely on their own.</p>	<p>Your child successfully meets the goal. When writing an opinion paper, they don't just rely on personal feelings. They read an article, pick out real facts or direct quotes, and put them into their essay using phrases like "The author states..." to prove their point. They organize their reasons neatly into paragraphs with a solid structure.</p>	<p>Your child is very close to the goal. They can write an opinion essay with clear paragraphs. However, they tend to write from their own emotions and repeat "I think" or "I feel" rather than looking back at the article for facts. When they do use a quote, they often just drop it into the middle of a sentence without explaining who said it or why it matters.</p>	<p>Your child is just starting to learn this skill. Their papers are usually very short and read like random personal thoughts rather than a persuasive report. They struggle to find facts in an article to back up an opinion and often copy lines word-for-word from the book without realizing it is plagiarism. They need a teacher to help them write.</p>	<p>No evidence obtained</p>



MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Add and subtract decimals	Your child is a decimal calculation master! They don't just solve standard math equations; they understand the mathematical laws behind decimal place values. They can easily handle complex, multi-step math stories that mix different operations together, switch between decimals and fractions in their head, and solve advanced tracking puzzles completely on their own.	Your child successfully meets the goal. They understand how decimal place values relate to each other—like knowing that tenths are larger than hundredths. They can comfortably align decimal points vertically to add and subtract numbers with different lengths (like $(4.2 + 1.85)$), record their work neatly using a written method, and solve everyday decimal story problems accurately.	Your child is very close to the goal. They can add and subtract decimals easily when the numbers are the exact same length. However, they get easily confused when the numbers have different numbers of digits, often forgetting to line up the decimal points correctly or failing to use a "0" as a placeholder, which leads to calculation drops during regrouping.	Your child is just starting to learn this skill. They confuse how decimal values work, often ignoring the decimal point completely and adding the numbers together like regular whole numbers. They struggle to see how a whole number breaks down into tenths and hundredths and need lots of teacher support, actual base-10 blocks to count, and direct guidance.	No evidence obtained
Divide decimals	Your child is a decimal division master! They don't just follow division steps; they understand the mathematical laws behind scaling and place values. They can easily handle complex, multi-step math stories that mix different operations together, switch between fractions and decimals in their head, and solve advanced tracking puzzles completely on their own.	Your child successfully meets the goal. They understand how dividing a number into decimal pieces works. They can comfortably scale up numbers to get rid of a decimal in the divisor (like turning $(2.4 \div 0.08)$ into $(240 \div 8)$), record their work neatly using a written method, and solve everyday decimal division story problems accurately.	Your child is very close to the goal. They can divide easily when the outside number (the divisor) is a regular whole number. However, they get easily confused when the outside number has a decimal, often forgetting to shift the decimal point in both numbers equally or failing to use a "0" as a placeholder inside the division house, which leads to wrong place value answers.	Your child is just starting to learn this skill. They confuse how decimal division works, often ignoring the decimal point completely or placing it randomly in the answer without any math rules. They struggle to see how a whole number can be divided into tiny decimal parts and need lots of teacher support, actual base-10 blocks to look at, and direct guidance.	No evidence obtained



MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Divide whole numbers	<p>Your child is a division master! They don't just calculate answers; they understand the mathematical laws behind dividing massive numbers. They can easily handle complex, multi-step math stories that change rules halfway through, interpret leftovers (remainders) as exact decimals or fractions in their head, and solve advanced number tracking puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand how to break down large numbers into equal groups—like dividing a four-digit number by a two-digit number (e.g., $2,436 \div 12$). They can record their work neatly using a written method, accurately explain what to do with "leftover" numbers depending on the story, and solve everyday division word problems accurately.</p>	<p>Your child is very close to the goal. They can divide large numbers easily when the outside number (the divisor) is a simple single digit like 5 or 8. However, they get easily confused when dividing by two-digit numbers like 16 or 24, often mixing up their multiplication facts or dropping steps in the long division process, which leads to wrong place value answers.</p>	<p>Your child is just starting to learn this skill. They confuse how division works, often guessing answers randomly without checking if their answer makes sense. They struggle to see how a large number breaks down into equal groups and need lots of teacher support, actual counting tools to look at, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Multiply decimals	<p>Your child is a decimal multiplication master! They don't just count decimal hops; they understand the mathematical laws behind scaling numbers. They can easily handle complex, multi-step math stories that mix multiplication with other operations, switch between decimals and fractions in their head, and solve advanced tracking puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand how multiplying decimals affects the size of a number—like knowing that multiplying a number by a decimal less than 1 makes the answer smaller. They can comfortably multiply decimals (like 2.4×0.35), place the decimal point in the correct spot in the final answer, and solve everyday story problems accurately.</p>	<p>Your child is very close to the goal. They can multiply easily when one of the numbers is a regular whole number. However, they get easily confused when multiplying two decimals together, often matching up the decimal points incorrectly while setting up the problem or miscounting how many spaces to move the decimal point in their final answer.</p>	<p>Your child is just starting to learn this skill. They confuse how decimal values work, often ignoring the decimal point completely and treating the problem like regular whole numbers without adjusting the final answer. They struggle to see how multiplying pieces of numbers works and need lots of teacher support, visual grid papers, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Multiply whole numbers	<p>Your child is a multi-digit multiplication master! They don't just memorize the steps; they understand the mathematical laws behind place value tracking. They can easily handle complex, multi-step math stories that shift rules halfway through, break giant numbers down into friendly mental chunks, and solve advanced number-matrix puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand how place values interact when multiplying large numbers. They can comfortably set up a multi-digit problem, accurately multiply across different place values, remember to slide in the zero placeholder when multiplying by tens, add up the rows correctly, and solve everyday multiplication story problems accurately.</p>	<p>Your child is very close to the goal. They can multiply large numbers easily when the bottom number is a single digit. However, they get easily confused when multiplying by a two-digit number, often forgetting to put a "0" placeholder in the second row before they start multiplying the tens place, which leads to wrong place value line-ups.</p>	<p>Your child is just starting to learn this skill. They confuse how multi-digit numbers scale up, often ignoring place value columns and multiplying the numbers straight down like an addition problem. They struggle to see how partial chunks of numbers add up to a big total and need lots of teacher support, actual grid charts to align numbers, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Reads, writes, compares, and rounds decimals up to the thousandths place	Your child is a decimal system master! They don't just read and write decimals; they understand the mathematical laws behind place value scales. They can effortlessly translate massive numbers between standard, word, and advanced fraction structures, solve tricky number riddles that mix mismatched formats, and analyze complex value patterns entirely on their own.	Your child successfully meets the goal. They understand exactly what digits mean from the hundreds place all the way down to the thousandths place. They can comfortably write a decimal like $\backslash(4.238\backslash)$ in words ("four and two hundred thirty-eight thousandths") and expanded form, and accurately use math symbols like $\backslash(>\backslash)$ or $\backslash(<\backslash)$ to prove which decimal is larger.	Your child is very close to the goal. They are confident with whole numbers, tenths, and hundredths. However, they get easily confused when numbers go out to the thousandths place, often miswriting the zero placeholders in expanded form, or miscomparing values by looking at how long a number looks instead of tracking the actual place values.	Your child is just starting to learn this skill. They confuse how decimal values work, often treating digits to the right of the decimal point like regular whole numbers or guessing their values randomly. They struggle to see how a whole number breaks down into tenths, hundredths, and thousandths and need lots of teacher support and direct guidance.	No evidence obtained



MATHAMATICS - OPERATIONS & ALGEBRAIC THINKING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Analyze patterns and relationships	Your child is a pattern and algebra master! They don't just fill out standard charts; they understand the mathematical laws behind shifting lines and shapes on a grid. They can easily look at a set of graph points and figure out the secret math rules that created them, handle tricky puzzles where rules change or multiply, and explain advanced graphing scales completely on their own.	Your child successfully meets the goal. They understand how different number rules interact—like seeing that if Rule A adds 2 and Rule B adds 6, Rule B's numbers are always exactly three times bigger than Rule A's numbers. They can record these matching pairs neatly on a T-chart, turn them into (x, y) coordinate points, and accurately plot them on a class grid graph.	Your child is very close to the goal. They can fill out separate addition or multiplication charts easily. However, they get easily confused when looking across the chart to see how the two patterns relate to each other. When they try to move those numbers onto a grid graph, they often accidentally flip the across-number (x) and the up-number (y), putting the dots in the wrong spots.	Your child is just starting to learn this skill. They confuse how number rules work, often making random calculation drops or forgetting what the rule asked them to do entirely. They struggle to see how numbers on a paper chart turn into dots on a map graph and need lots of teacher support, heavily highlighted grids, and direct guidance.	No evidence obtained



MATHAMATICS - OPERATIONS & ALGEBRAIC THINKING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Interpret and write numerical expressions	<p>Your child is an algebraic expression master! They don't just calculate basic math problems; they understand the structural grammar behind mathematical equations. They can easily translate complex, multi-layered word riddles into advanced expressions with nested brackets, look at giant equations to spot scaling shortcuts without doing any arithmetic, and design their own mathematical codes completely on their own.</p>	<p>Your child successfully meets the goal. They understand how mathematical language translates into math symbols. They can comfortably take a phrase like "subtract 4 from 10, then multiply by 5" and write it neatly as $(5 \times (10 - 4))$. They can also look at a large expression like $(4 \times (256 + 89))$ and instantly tell you it is exactly "four times larger" than the sum inside, without needing to add the numbers together first.</p>	<p>Your child is very close to the goal. They are great at translating simple math phrases or evaluating basic equations. However, they get easily confused when a phrase requires them to use parentheses to force a specific operation to go first. They often just write the numbers down in the exact order they read them, which accidentally changes the math rule.</p>	<p>Your child is just starting to learn this skill. They confuse what different math keywords mean, often picking random operational signs like plus or divide regardless of what the story says. They struggle to see how a sentence turn into a symbolic math math string and need lots of teacher support, vocabulary matching charts, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - FRACTIONS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Add and subtract fractions and mixed numbers with unlike denominat ors	<p>Your child is a fraction calculation master! They don't just find common denominators; they understand the mathematical laws behind fractional scales and parts of a whole. They can easily handle complex, multi-step math stories that mix addition and subtraction together, manipulate three or more fractions at once in their head, and solve advanced tracking puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand how different fraction sizes relate to each other. They can comfortably take two fractions with different bottom numbers (like $\frac{1}{3} + \frac{2}{5}$), scale them up so they match neatly, add or subtract them correctly, handle renaming whole numbers when borrowing, and solve everyday fraction story problems accurately.</p>	<p>Your child is very close to the goal. They can add and subtract fractions easily when the bottom numbers are already the same. However, they get easily confused when the bottom numbers are different, often making the common mistake of just adding the top and bottom numbers straight across, or forgetting to rewrite the top number when they change the bottom one.</p>	<p>Your child is just starting to learn this skill. They confuse how fraction parts work, often treating the top and bottom numbers like independent whole numbers without checking if their answers make sense. They struggle to see how a whole object breaks down into equal fractional pieces and need lots of teacher support, actual fraction bars to move around, and direct guidance.</p>	<p>No evidence obtained</p>
Divide fractions	<p>Your child is a fraction division master! They don't just memorize reciprocal flip tricks; they understand the mathematical laws behind scaling and partitioning parts of a whole. They can easily handle complex, multi-step math stories that mix fraction operations together, switch between fractions and decimals in their head, and solve advanced tracking puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand how dividing with fractions changes the size of a group—like knowing that dividing a whole number by a fraction makes the answer bigger. They can comfortably take a problem like $4 \div \frac{1}{3}$ or $\frac{1}{4} \div 2$, use a drawing to show the matching pieces, calculate the exact answer, and solve everyday fraction story problems accurately.</p>	<p>Your child is very close to the goal. They can solve standard fraction division equations easily when they are written on a worksheet. However, they get easily confused by word problems, often flipping the order of the numbers by accident (like solving $\frac{1}{3} \div 5$ instead of $5 \div \frac{1}{3}$) or drawing a model that doesn't quite match the action of the story.</p>	<p>Your child is just starting to learn this skill. They confuse how dividing with fractions works, often guessing random answers or treating the top and bottom numbers like independent whole numbers. They struggle to see how a whole object breaks down into small fractional cuts and need lots of teacher support, actual fraction bars to count, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - FRACTIONS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Multiply fractions and mixed numbers	<p>Your child is a fraction multiplication master! They don't just calculate answers; they understand the mathematical laws behind scaling numbers up or down. They can easily handle complex, multi-step math stories that mix multiplication with other operations, predict how a fraction will change a number before doing any math, and solve advanced tracking puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand how multiplying fractions affects the size of a number—like knowing that multiplying a number by a fraction less than 1 makes the answer smaller. They can comfortably multiply mixed numbers (like $(2\frac{1}{2} \times \frac{3}{4})$), change mixed numbers into improper fractions to solve, draw a grid model to show their work, and solve everyday story problems accurately.</p>	<p>Your child is very close to the goal. They can multiply simple fractions easily. However, they get easily confused when mixed numbers are introduced, often making the common mistake of multiplying the whole numbers together and the fractions together separately, which skips a major math step. They are working on changing mixed numbers into improper fractions first.</p>	<p>Your child is just starting to learn this skill. They confuse how multiplying with fractions works, often treating the top and bottom numbers like independent whole numbers or getting mixed up with addition rules. They struggle to see how an area model grid maps out parts of a whole and need lots of teacher support, visual fraction bars to move around, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - GEOMETRY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Classify two dimension al figures based on properties	<p>Your child is a geometry system master! They don't just memorize shape names; they understand the mathematical laws behind geometric rules and traits. They can effortlessly explain why a shape can have multiple names at once, solve tricky logic riddles that mix mismatched properties, and analyze complex classification charts entirely on their own.</p>	<p>Your child successfully meets the goal. They understand exactly how different shape properties relate to each other—like knowing that a rectangle is a type of parallelogram because it has parallel sides. They can comfortably group shapes based on angles and sides, write out logical arguments to prove a shape's classification, and accurately use hierarchy charts.</p>	<p>Your child is very close to the goal. They are great at identifying standalone shapes like squares, trapezoids, and triangles. However, they get easily confused by overlapping definitions, often believing a shape can only have one specific name and struggling to see that a square fits into the rectangle and rhombus families at the same time.</p>	<p>Your child is just starting to learn this skill. They confuse how shape properties work, often guessing names based on a glance or failing to notice parallel lines or right angles. They struggle to see how shapes group together into families and need lots of teacher support, actual plastic shapes to touch, and direct guidance.</p>	<p>No evidence obtained</p>
Graph points on a coordinate plane to solve problems	<p>Your child is a coordinate system master! They don't just plot simple dots; they understand the mathematical laws behind mapping and tracking spatial fields. They can effortlessly translate complex navigational stories onto a grid, predict how shapes move or grow when scale changes, handle advanced math maps that use negative numbers, and solve intricate tracking puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand exactly how a grid map works—knowing that the first number in a pair tells them to go right and the second number tells them to go up. They can comfortably name grid parts like the axes and the starting spot $((0,0))$, plot points accurately from a story or chart, and use the graph to find real-world answers like distances or paths.</p>	<p>Your child is very close to the goal. They can find and plot simple dots easily when they take their time. However, they get easily confused under pressure, often making the common mistake of flipping the direction rules—going up first and then across—which puts their dots in the wrong places. They are working on remembering the "across then up" rule consistently.</p>	<p>Your child is just starting to learn this skill. They confuse how grid maps work, often pointing to numbers randomly or mixing up the lines completely. They struggle to see how a pair of numbers inside parentheses matches a single dot on a map and need lots of teacher support, heavily color-coded charts, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - MEASUREMENT & DATA

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Represent and interpret data	<p>Your child is a data system master! They don't just put Xs on a simple chart; they understand the mathematical laws behind sharing and tracking fractional amounts. They can effortlessly look at a complex line plot and reverse-engineer it to find missing data points, handle tricky story problems where fractional scales change mid-way, calculate statistical trends, and solve advanced tracking puzzles completely on their own.</p>	<p>Your child successfully meets the goal. They understand exactly how a fractional number line works—knowing how to split spaces into equal pieces like eighths. They can comfortably take a list of fractional measurements from a science tool or scale, record them neatly using Xs on a line plot, and accurately solve math stories about the chart, like finding the "fair share" if all the amounts were mixed together and divided up equally.</p>	<p>Your child is very close to the goal. They can find and place basic Xs on a line plot easily when they take their time. However, they get easily confused under pressure when there are lots of data points stacked together, often making the common mistake of missing some fractions when adding them up, or forgetting how to divide the total sum to find an equal share.</p>	<p>Your child is just starting to learn this skill. They confuse how fraction number lines work, often pointing to spaces randomly or mixing up the sizes of the numbers completely. They struggle to see how a collection of numbers on a page matches a stack of Xs on a graph line and need lots of teacher support, heavily color-coded scales, and direct guidance.</p>	<p>No evidence obtained</p>



MATHAMATICS - MEASUREMENT & DATA

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Solve problems related to volume	Your child is a 3D space and volume master! They don't just memorize formulas; they understand the mathematical laws behind capacity and architectural scales. They can easily handle complex, multi-step math stories that stack completely different shapes together, reverse-engineer a container to find missing side lengths, handle fractions of inches fluidly, and solve advanced spatial design puzzles completely on their own.	Your child successfully meets the goal. They understand exactly how three-dimensional space works—knowing that volume measures the total number of unit cubes that can pack inside a box. They can comfortably take a prism's measurements, calculate total space using multiplication ($\text{Length} \times \text{Width} \times \text{Height}$) or $(\text{Base} \times \text{Height})$, split a complex "L-shaped" box into separate parts to add their volumes together, and solve everyday story problems accurately.	Your child is very close to the goal. They can multiply length, width, and height easily when a single box is clearly labeled on a worksheet. However, they get easily confused by trickier tasks, often making the common mistake of adding the numbers together instead of multiplying, or struggling to chop a complex composite shape into separate neat blocks, which leads to wrong total space counts.	Your child is just starting to learn this skill. They confuse how three-dimensional structures work, often guessing values randomly or treating 3D objects like flat, 2D drawings. They struggle to see how a box fills up with rows of unit cubes and need lots of teacher support, actual plastic snap-cubes to physically pack into boxes, and direct guidance.	No evidence obtained