

Our Mission

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, workplace and career path, while becoming productive members of their community.

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Work Habits	Q1	Q2	Q3	Q4
I can listen to and follow directions.				
I can take care of my materials.				
I can work independently.				
I can complete tasks in a timely manner.				
I ask for help when needed.				
I exhibit eagerness and motivation as a learner.				

Social Emotional Development	Q1	Q2	Q3	Q4
I can recognize my own emotions and how those emotions impact my behavior. (1A2a)				
I can use calming down techniques to control impulsive behavior and anger. (1A2b)				
I can recognize other people's feelings and listen to identify their feelings. (2A2a,b)				
I can show appropriate social and classroom behavior. (2C2b)				
I can identify and apply problem solving steps to resolve conflicts. (2D2a,b)				
I contribute to the well-being of my class and school by making positive choices. (3B2a)				

Classroom Teacher

Reading: Literature and Informational Text	Q1	Q2	Q3	Q4
I can quote accurately from a text to explain explicit details and support my inferences. (RI/RL.5.1)				
I can determine the theme by analyzing character responses to challenges or speaker reflection, and I can summarize the text. (RL.5.2)				
I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL.5.3)				
I can describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)				
I can determine two or more main ideas of a text, explain how they are supported by key details, and summarize the text. (RI.5.2)				
I can compare and contrast the overall structure of ideas or information in two or more texts. (RI.5.5)				

I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)				
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Reading: Foundational Skills	Q1	Q2	Q3	Q4
I can read with sufficient accuracy and fluency to support comprehension. (RF.5.4)				

Language	Q1	Q2	Q3	Q4
I can use correct parts of speech and verb tense when writing. (L.5.1)				
I can use correct capitalization, punctuation, and spelling in writing. (L.5.2)				
I can determine the meanings of unknown words using multiple strategies. (L.5.4)				
I understand figurative language, word relationships, and word meanings. (L.5.5)				

Writing	Q1	Q2	Q3	Q4
I can write an opinion piece and support my reasons. (W.5.1)				
I can write an informative/explanatory text to examine a topic. (W.5.2)				
I can write narratives to develop real or imagined experiences in sequential order. (W.5.3)				
I can conduct short research projects. (W.5.7)				
I can plan, revise and edit as well as use technology to produce and publish. (W.5.5, W.5.6)				
I can write over extended time frames and short time frames. (W.5.10)				

Speaking and Listening	Q1	Q2	Q3	Q4
I can effectively engage in collaborative discussions on 5th grade topics. (SL.5.1)				
I can use facts and details to report on a topic or present an opinion.. (SL.5.4)				

Jones Farrar School
5th Grade Q1 Report Card 2026-27
 School, Principal
 Homeroom, Teacher

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Classroom Teacher

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
I can use parentheses, brackets, and braces in math expressions and correctly solve problems that include them. (5.OA.A.1)				
I can write numerical expressions to show calculations and explain what they mean without solving them. (5.OA.A.2)				
I can create two number patterns using different rules, find how the patterns are related, and graph the results on a coordinate plane. (5.OA.A.3)				

Numbers and Operations in Base Ten	Q1	Q2	Q3	Q4
I can explain that each place value is ten times the value to its right and one-tenth the value to its left. (5.NBT.A.1)				
I can explain how multiplying or dividing by powers of ten changes a number and show this using exponents and decimal placement. (5.NBT.A.2)				
I can read, write, and compare decimals to the thousandths place using words, numbers, and symbols. (5.NBT.A.3)				
I can round decimals to any place using my understanding of place value. (5.NBT.B.4)				
I can fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.B.5)				
I can divide whole numbers with up to four-digit dividends and two-digit divisors using place value, multiplication, and division strategies and explain my reasoning. (5.NBT.B.6)				
I can add, subtract, multiply, and divide decimals to the hundredths place using models, place value, and written methods to explain my reasoning. (5.NBT.B.7)				

Fractions	Q1	Q2	Q3	Q4
I can add and subtract fractions, including mixed numbers, with different denominators by creating equivalent fractions.. (5.NF.A.1)				
I can solve word problems that involve adding and subtracting fractions with unlike denominators and explain whether my answers make sense. (5.NF.A.2)				
I can explain that a fraction represents division and solve word problems that involve dividing whole numbers with fractional answers. (5.NF.B.3)				
I can multiply a fraction by a whole number or another fraction and explain what the product represents. (5.NF.B.4a)				
I can find the area of rectangles with fractional side lengths by multiplying the side lengths and show how this represents the area.. (5.NF.B.4b)				

I can compare the size of a product to one of its factors by reasoning about the size of the other factor without solving the problem. (5.NF.B.5a)				
I can explain why multiplying by a fraction greater than one makes a larger product and multiplying by a fraction less than one makes a smaller product. (5.NF.B.5b)				
I can solve real-world problems that involve multiplying fractions and mixed numbers using models or equations. (5.NF.B.6)				
I can divide a unit fraction by a whole number and find the quotient. (5.NF.B.7a)				
I can divide a whole number by a unit fraction and find the quotient. (5.NF.B.7b)				
I can solve real-world problems that involve dividing unit fractions by whole numbers and whole numbers by unit fractions using models and equations. (5.NF.B.7c)				

Measurement and Data	Q1	Q2	Q3	Q4
I can convert measurements within the same system and use these conversions to solve real-world, multi-step problems. (5.MD.A.1)				
I can describe volume as the amount of space an object takes up and understand it is measured in cubic units. (5.MD.C.3)				
I can measure volume by counting unit cubes in cubic centimeters, inches, feet, or other cubic units. (5.MD.C.4)				
I can find the volume of a rectangular prism by multiplying its length, width, and height and show why this method works. (4.MD.5a)				
I can use the formulas $V = l \times w \times h$ and $V = b \times h$ to find the volume of rectangular prisms and solve real-world problems. (4.MD.C.5b)				
I can find the total volume of a solid made of two rectangular prisms by adding their volumes to solve real-world problems. (4.MD.C.5c)				

Geometry	Q1	Q2	Q3	Q4
I can use perpendicular number lines called axes to locate points on a coordinate plane using ordered pairs. (5.G.A.1)				
I can graph points in the first quadrant to represent and solve real-world and mathematical problems and explain what the coordinates mean. (5.G.A.2)				
I can explain that shapes in a larger category share the same properties with all of their subcategories. (5.G.A.3)				
I can classify two-dimensional shapes into categories and subcategories based on their properties and relationships. (5.G.B.4)				

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Science	Q1	Q2	Q3	Q4
I can create a model that shows how matter moves between plants, animals, decomposers, and the environment. (5-LS2-1)				
I can use a model to explain that the energy animals use for growth, movement, and staying warm comes from the sun through the food they eat. (5-PS3-1)				
I can use graphs or charts to show patterns in shadows, day and night, and the appearance of stars at different times of the year. (5-ESS1-2)				
I can gather and share information about how people and communities use science to protect Earth's resources and the environment. (5-ESS3-1)				
I can generate multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (4-5-ETS1-2)				

Classroom Teacher

Social Studies	Q1	Q2	Q3	Q4
I can develop essential questions and explain the importance of the questions to self and others. (SS.IS.1.3-5)				
I can explain why we have rules, laws, and the U.S. Constitution, and describe how they have affected different groups of people over time. (SS.CV.2.5)				
I can explain how where people live and the technology they use can affect and change natural resources. (SS.G.3.5)				
I can describe how rewards like earning money or discounts, and consequences like fines or tickets, can influence people's choices in the economy. (SS.EC.2.5)				
I can create and use a timeline to show how events are connected by cause and effect and explain how underrepresented groups have impacted history. (SS.H.1.5)				

Classroom Teacher

Art	Q1	Q2	Q3	Q4
I can brainstorm multiple approaches to a creative art or design problem. (VACr2.1.5a)				
When making works of art, I can utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. (VACr2.2.5a)				

Classroom Teacher

Music	Q1	Q2	Q3	Q4
I can demonstrate understanding of the structure and the elements in music. (MUPr4.1.5b)				
I can read and perform using iconic and/or standard notation. (MUPr4.1.5c)				
I can explain how expressive qualities are used to reflect expressive intent: harmony, melody, form, dynamics. (MUPr4.1.5d)				
I can perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. (MUPr6.1.5a)				

Classroom Teacher

Physical Education	Q1	Q2	Q3	Q4
I can demonstrate fitness in cardio respiratory endurance (jog continuously).				
I can demonstrate fitness in muscular endurance (abdominal crunches).				
I can demonstrate fitness in muscular strength (push-up hold).				
I can demonstrate fitness in flexibility (sit and reach).				

Classroom Teacher

Spanish 5	Q1	Q2	Q3	Q4
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ATTENDANCE:	1	2	3	4	Total
Absences	1.0	0.0	0.0	0.0	1.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					98.67 %

GENERAL COMMENTS

1st QUARTER COMMENTS:

2nd QUARTER COMMENTS:

3rd QUARTER COMMENTS:

4th QUARTER COMMENTS:

Interpreting your child's report card:

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/language arts and math expectations or student learner outcomes, based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

4 Exceeds -- A student consistently knows this concept and additionally shows understanding at a higher level than the grade level standard.

3 Proficient -- A student consistently shows growth, indicating a student has mastered grade level expectations.

2 Progressing -- A student shows gradual movement toward understanding the standard and may need more support and time to reach proficiency. Or, the student may have just been introduced to the concept.

1 Needs to Improve -- A student consistently displays misunderstanding of the concept or shows inconsistent results toward mastery and needs additional support and

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.