SAYREVILLE PUBLIC SCHOOLS

GRADE FIVE REPORT CARD

STUDENT:				**ACADEMIC YEAR:**	
SCHOOL:				**TEACHER:**	
Days Absent/Trimester:	**T-1 =**	**T-2 =**	**T-3 =**	**Total Days Absent:**	

PERFORMANCE INDICATORS

ES - Exceeds Standards: Student consistently grasps, applies, and **extends** key concepts, processes, and skills. Exceeds standards
MS - Meets Standards: Student grasps and applies key concepts, processes, and skills. **Meets** standards
AS - Approaching Standards: Student is beginning to grasp and apply key concepts, processes, and skills. **Approaching** standards
NS - Needs Support: Student is not grasping key concepts, processes, and essential skills. **Area of concern**
X - Not assessed at this time **Curriculum modifications are factored into this report if a student is eligible.**
***Grading for Effort: C = Consistently U = Usually S = Sometimes N = Not Yet** **TRIMESTER - D = December, M = March, J = June**

Foundational Reading	**D**	**M**	**J**
Reads grade level text with fluency, accuracy, and comprehension			
Reading - Literature			
Summarizes a literary text and analyzes the elements of a story, including theme, with evidence from the text			
Identifies and compares and contrasts various literary genres and points of view and supports with evidence from the text			
Compares and contrasts the characters, settings, and themes of multiple literary texts and supports with evidence from the text			
Reading - Informational Text			
Summarizes informational texts and analyzes and discusses the main idea and supports with evidence from the text	X		
Identifies the various text structures and features of an informational text and supports with evidence from the text	X		
Compares and contrasts multiple texts on the same topic	X		
WRITING/LANGUAGE			
Determines or clarifies the meaning of unknown and multiple meaning words as well as understand figurative language and word relationships			
Demonstrates command of spelling, punctuation, proper grammar, and sentence/paragraph structure			
Produces a written piece using the steps of the writing process, as well as feedback from peers and adults to strengthen and develop "personal" writing			
Writes a narrative piece that develops a real or imagined experience		X	X
Writes an informative piece, based on a research project, that supports a topic with evidence from multiple sources and proper structural expectations	X		X
Writes an opinion piece that supports a point of view with reasons and information that demonstrates grade level structural expectations	X	X	

SOCIAL STUDIES	**D**	**M**	**J**
Demonstrates an understanding and can support concepts with details and evidence			
PHYSICAL EDUCATION/HEALTH			
Demonstrate competency in movement skills and concepts			
Participates with effort, cooperates, follows directions			
TECHNOLOGY			
Demonstrates understanding of skills & concepts			
Participates with effort, cooperates, follows directions			
WORLD LANGUAGE			
Demonstrates understanding of skills and concepts			
Participates with effort, cooperates, follows directions			
WORK SKILLS (C = Consistently U = Usually S = Sometimes N = Not Yet)			
Follows directions			
Makes effective use of time			
Participates in class			
Completes homework			
Is organized and has needed materials			
SOCIAL SKILLS (C = Consistently U = Usually S = Sometimes N = Not Yet)			
Follows school rules			
Demonstrates self control			
Accepts responsibility for own actions			
SPEAKING AND LISTENING			
Engages in collaborative discussions on Grade 5 topics			
Summarizes text or information presented in diverse formats and provides support with detials and evidence			
Identifies and analyzes elements of speeches	X		
Reports orally on a text or topic, including features or media elements, to effectively communicate to an audience	X		

December

March

June