

SUPERINTENDENT EXECUTIVE SEARCH SERVICES

RELEVANT DATA:

Springfield Public Schools issued a formal solicitation on October 2, 2026, seeking proposals from qualified executive search firms to assist the School Board in recruiting and selecting the district's next permanent Superintendent of Schools. The solicitation was administered through the district's Procurement Office and publicly advertised through the *Daily Journal of Commerce*, OregonBuys, and the district's website. The deadline for submitting proposals was October 16, 2026.

The district received nine (9) proposals, of which eight (8) were determined to be responsive and responsible in accordance with the solicitation requirements.

The evaluation committee consisted of all five members of the School Board, each of whom independently evaluated and scored the qualifying proposals using the established evaluation criteria. The consolidated scoring matrix was provided to the School Board on the morning of October 26, 2026, and is presented for the Board's review, discussion, and consideration.

Based on its review of the evaluation results, the School Board may proceed with the selection of an executive search firm or, at its discretion, elect to conduct interviews with selected firms prior to making a final determination.

RECOMMENDATION:

It is recommended that the Board of Directors approve the selection of the highest-scoring proposer, **Human Capital Enterprises**, to provide Superintendent Executive Search Services, for a total contract amount not to exceed **\$37,200, consisting of a base fee of \$31,000 and an allowance of up to \$6,200 for optional additional services authorized by the Board**, and authorize the Interim Superintendent or designee to execute the necessary contractual documents.

SUBMITTED BY:

Brett Yancey
Chief Operations Officer

PRESENTED BY:

Demian Laudati
Purchasing Manager

RECOMMENDED BY:

Shawn Stover
Interim Superintendent

Martie Steigleder

From: Nicole De Graff <nicolealoha1@gmail.com>
Sent: Monday, October 26, 2026 1:01 PM
To: Martie Steigleder; public comment
Subject: Truss repairs and Poor governance

Follow Up Flag: Follow up
Flag Status: Flagged

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Hello,

Please forward to board and include in public comments for 10/26.

Members of the Board,

I recently learned that the truss repairs will not be completed in time and that my daughter's orchestra concert must now be relocated to another school. Volleyball and now it seems Basketball activities have also been affected. Transportation was a barrier so she could not participate.

These are not abstract consequences of board decisions. These are real disruptions to students, families, and school programs.

The truss repairs were supposed to be addressed over the summer. Instead, the board's grandstanding and failure to approve the contract when it was presented contributed to delays that are now affecting students months later. Your assertion about typical contingency was flat out wrong.

Board members are elected to govern, establish policy, and hold the district accountable. They are not elected to substitute their own judgment for the technical expertise of qualified professionals without a sound basis for doing so.

When board members delay necessary decisions, there are consequences. Those consequences are not borne by the board members sitting at the dais. They are borne by students whose activities are canceled, families whose schedules are disrupted, and staff who must scramble to make alternative arrangements.

I am particularly frustrated because these consequences were avoidable.

Good governance is not simply about asking questions or challenging recommendations. It is about understanding the responsibilities of the board, respecting professional expertise, and recognizing when unnecessary delays interfere with the district's ability to serve students.

My child, and other Students should not have to pay the price for poor governance.

I am communicating with our principal who along with staff and Willamalane have worked hard to work with parents. I hope the board will reflect on how its decisions contributed to this situation and, more importantly, what it will do differently to prevent similar disruptions in the future.

Nicole De Graff

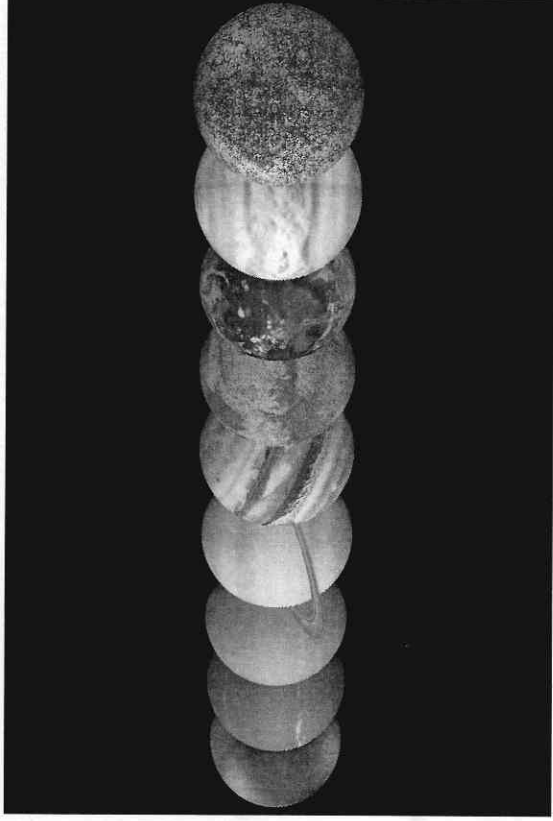
Important: Please do not reply or forward this e-mail if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. E-mails on district business are governed by public records law.

Purpose and Pride

- Is there an esprit de corps that permeates our district?
- Does everyone in the district value and respect both the work we are doing and those doing the work?
- What is the alignment between the Board, district staff, school-based staff, students, and the community?
- Are we celebrating and pulling for one another?



Aligned Systems



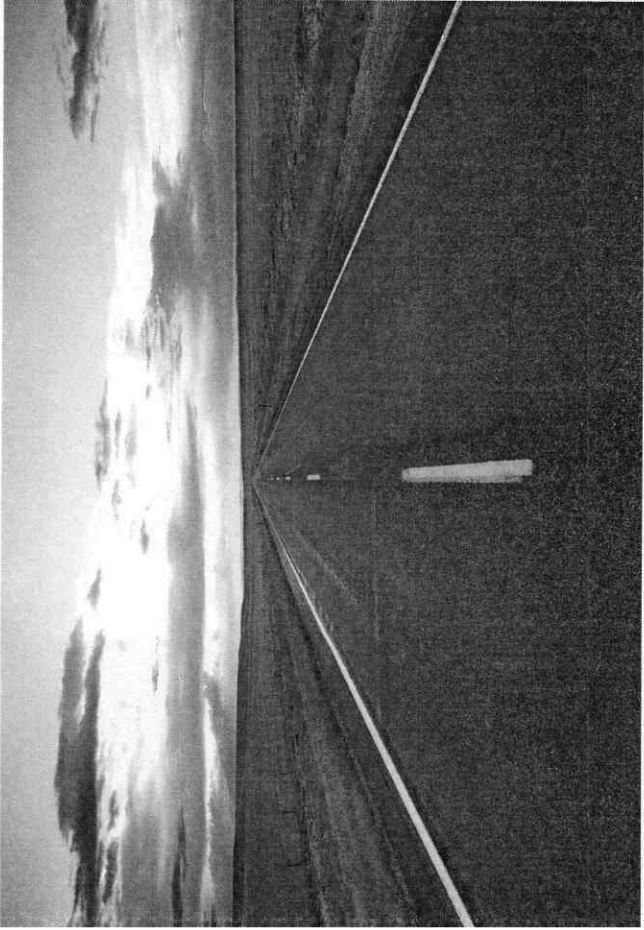
- Is everyone in our system centered around
- Are we efficient and cost-conscious?
- To what extent do our support systems truly success?
- Do we share a common purpose and see o to every student, every day?

Common Vision

- What do all stakeholders believe is best for students and best for the district?
- Do stakeholders feel their feedback is meaningful and listened to?
- How can we best get feedback while staying nimble and efficient?
- How do those outside the district see us?



Pathways to Student Success



- Does the student experience help them find passion, talent, and mission?
- When students graduate are they prepared quickly changing world?
- Do students know what they can do aligned would like to do.
- To what extent does the district guide them success?

Coherent Curriculum

- District's work around curriculum is starting to produce results.
- Is the work consistent across schools and grade levels?
- Do our offerings enable a smooth transition between grades?
- How do our teachers feel about the curriculum?
- Do we work with "bounded autonomy"?
- Is there appropriate rigor? Do we equally cover all subjects?
- What does it feel like to deliver the curriculum to students?



5 Areas of Continued Learning

- To what extent do we have a coherent curriculum between schools and across grade levels focused on student success?
- Do our offerings create pathways to future success for our students?
- Is there a common vision of success for our students that everyone in our community (students, family members, staff, and community members) shares?
- Are our support systems aligned to our curriculum efforts and centered around student success?
- How can we strengthen the sense of pride and purpose in the district so we can all be better together for our students?

UPDATE ON EMPLOYEE GROUP PRESENTATIONS

- Contacted other districts to see how they schedule and run similar programs
- Rotation of 3 groups SEA/OSEA/SAAC at scheduled meeting as part of agenda
- If added on to public comments, would not allow for Board questions
- Spoke with SEA, need to speak with OSEA and SAAC
- Will work on scheduling and training around legal issues

Attendance

Trimester	1	2	3
Days Absent			
Tardies			
Excessive Tardies*			

*Student arrival is more than 15 minutes late

To The Parents/Guardians Of:



Springfield, OR 97478

Purpose Statement

The purpose of this report card is to give information about the student's achievement and learner characteristics. Academic marks show proficiency with grade level standards. "Characteristics of a Successful Learner" marks show how consistently these habits are demonstrated during a grading period. Student progress on IEP goals will be provided in a separate report.

MATHEMATICS	Trimester		
Operations and Algebraic Thinking	1	2	3
Writes and interprets numerical expressions			
Analyzes patterns and numerical relationships			
Number and Operations in Base Ten	1	2	3
Understands the place value system			
Fluently multiplies multi-digit whole numbers			
Solves, illustrates, and explains division calculations with four-digit numbers			
Solves, illustrates, and explains calculations using decimals to hundredths $[+, -, \times, \div]$			
Number and Operations - Fractions	1	2	3
Adds and subtracts fractions with unlike denominators			
Applies and extends understanding of multiplication to multiply fractions			
Applies and extends understanding of division to divide fractions			
Measurement and Data	1	2	3
Converts like measurement units			
Represents and interprets data			
Understands concepts of volume			
Geometry	1	2	3
Graphs point on the coordinate plane			
Classifies 2-D figures into categories based on their properties			

Demonstrates effort in Math

Characteristics of a Successful Learner		1	2	3
Organized	Is prepared and ready to learn			
Attentive	Listens and responds appropriately to directions			
Respectful	Shows consideration toward self, peers, adults, and property			
Responsible	Follows rules, accepts responsibility for own behavior and actions, works independently			
Cooperative	Works and interacts well with others			
Work Quality	Strives to produce quality work			
Work Ethic	In-class assignments and homework are completed and turned in on time			
Persistent	Uses time wisely, stays on task			

CONTENT AREA	1	2	3
Art			
Health/PE			
Library/Media			
Music			
Science			
Social Studies			
Technology			
Writes Legibly			

Term 1 Comments:	Term 2 Comments:	Term 3 Comments:

Student Name:

Student ID:

Teacher:

Principal:

Elementary

Springfield, OR 97478

Phone: (541) 744-

Performance Key

- 4 = Advanced** Consistently exceeds and extends grade level standard.
- 3 = Proficient** Consistently demonstrates understanding and has met the grade level standard.
- 2 = Developing** Making progress towards the grade level standard.
- 1 = Limited** Working well below grade level. Needs significant support to reach the standard.

Effort Key

- C** = Consistently Demonstrates Effort
- I** = Inconsistently Demonstrates Effort
- AC** = Area of Concern
- G** = Group Instruction - Skill and content not individually assessed
- NA** = Not Assessed at this Time

ENGLISH LANGUAGE ARTS

Trimester

Reading Foundational Skills

1 2 3

Phonics & Word Recognition

Decodes grade level words using multiple strategies

Fluency

Reads orally with accuracy and fluency to support comprehension

Reading Literary Text

1 2 3

Key Ideas and Details

Uses text to make inferences and support answers

Uses key details to determine theme and to summarize

Compares/contrasts characters, settings, or events

Craft and Structure

Uses text to determine the meaning of words and phrases

Analyzes the structure of texts

Integration of Knowledge and Ideas

Explains and analyzes visual/text elements

Compares/contrasts stories in the same genre

Reading Informational Text

1 2 3

Key Ideas and Details

Accurately quotes text to explain and infer

Determines main idea and key details to summarize

Explains the relationships between individuals, events, or concepts in a text

Craft and Structure

Determines meanings of content-specific words

Compares/contrasts the structure of two or more texts

Assesses point of view in multiple accounts of the same event or topic

Integration of Knowledge and Ideas

Uses a variety of sources to find an answer quickly or solve a problem

Explains how an author uses evidence to support particular points

Uses multiple texts on the same topic to write or speak about the topic

Demonstrates effort in Reading

Writing

1 2 3

Text Types and Purposes

Writes opinion pieces:

supporting a point of view with reasons and information

Writes informative/explanatory texts:

to examine a topic and convey ideas/information

Writes narrative text, includes:

develops real or imagined experiences or events using technique, transitional words and phrases, descriptive details, and event sequences

Production and Distribution of Writing

Uses the writing process (planning, revising, and editing)

Uses technology to collaborate, produce, and publish

Research to Build and Present Knowledge

Conducts research projects to build knowledge

Demonstrates effort in Writing

Language

1 2 3

Conventions of Standard English

Uses correct grammar when writing or speaking

Uses correct capitalization, punctuation, and spelling when writing

Knowledge of Language

Adapts spoken and written language purposefully

Vocabulary Acquisition and Use

Determines the meaning of unknown / multiple-meaning words and phrases

Interprets figurative language, determines word relationships (synonyms, antonyms)

Acquires and uses 5th grade vocabulary

Speaking and Listening

1 2 3

Comprehension and Collaboration

Participates in discussions; stays on topic; links remarks to others; summarizes key points

Presentation of Knowledge and Ideas

Effectively presents a topic, sequencing ideas logically, using appropriate facts, and details, speaking clearly at an understandable pace

Demonstrates effort in Speaking & Listening

Name:		<b style="font-size: 1.2em;">Grade 5 
School:	School Year:	
Teacher(s):		

Guide to Understanding this Document	
M	Meets the end of year grade level expectations on concepts and skills independently
P	Progressing towards the end of year grade level expectations on concepts and skills with assistance
L	Limited Progress on concepts and skills

Reading Standards for Informational Text	Q1	Q2	Q3	Q4

I can...

- quote correctly from the text when explaining what the text clearly states as well as when making inferences.
- determine two or more main ideas using key details; summarize the text.
- use details in historical, scientific, or technical text to explain how two or more people, events, ideas, or concepts are related or interact with one another.
- determine the meaning of words and phrases
- analyze multiple accounts of the same event or topic and differences in the point of view represented.
- explain how an author uses reasons and evidence to support points in a text.
- combine information from multiple texts on the same topic to show knowledge of the topic.

Reading Standards: Foundational Skills	Q1	Q2	Q3	Q4

I can...

- create readable documents through legible handwriting (cursive).
- read words using grade-level appropriate strategies about letter-sounds, patterns, and breaking down words into parts.
- read grade-level text smoothly and with enough accuracy to understand the text.

Reading Standards for Literature	Q1	Q2	Q3	Q4

I can...

- use information to explain and make inferences.
- summarize the text.
- determine the theme using key details
- describe characters, settings, events, and structural elements in literature.
- determine the meaning of words and phrases in literature.
- compare and contrast point of view, similar themes, topics, and events.

Attendance Record	Q1	Q2	Q3	Q4
Days Absent				
Days Tardy				

Writing & Language Standards	Q1	Q2	Q3	Q4
Composes narrative writing				
Composes informative writing				
Composes opinion writing				
Demonstrates command of the conventions of standard English				

Social Studies	Q1	Q2	Q3	Q4

Behavioral Science: Understands ways in which values and beliefs have influenced the development of the United States

Civics & Government: Analyzes the structure and function of the United States government in terms of cooperation and compromise

Civics & Government: Understands the ways in which the federal government has protected individual rights of citizens

Economics: Understands how economic decisions have impacted the United States in terms of consequence, growth, and trade

Economics: Understands the impact of personal financial decisions

Geography: Understands the ways in which geographic factors and features have influence development of the United States

History: Understands the role of various people, events, people, and ideas in shaping the United States

Math Performance	Q1	Q2	Q3	Q4
Math Standards: Operations & Algebraic Thinking				
NC.5.OA.2 I can write, explain, and evaluate numerical expressions using the order of operations and the commutative, associative, and distributive properties (<i>problems up to 2 steps</i>).				
NC.5.OA.3 I can generate two numerical patterns using given rules.				
NC.5.OA.3 I can graph ordered pairs on the first quadrant of the coordinate plane, and can form and analyze ordered pairs of corresponding terms from the patterns that can be graphed on the coordinate plane.				
Math Standards: Number & Operations in Base Ten				
NC.5.NBT.1 I can explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left .				
NC.5.NBT.1 I can explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.				
NC.5.NBT.3 I can read, write, and compare decimals to thousandths using base ten numerals, number names, and expanded form.				
NC.5.NBT.5 I can multiply up to a three-digit number by a two-digit number using the standard algorithm and different strategies (area model, partial products, and the properties of operations) to solve real world word problems.				
NC.5.NBT.6 I can find quotients with remainders (<i>using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division</i>) when dividing whole numbers with up to four-digit dividends and two-digit divisors using any method.				
NC.5.NBT.6 I can interpret remainders when dividing whole numbers (up to four-digit dividends and two digit divisors) using multiple methods in real world word problems.				
NC.5.NBT.7 I can add, subtract, and multiply decimals to thousandths (using any method) to solve word problems.				
NC.5.NBT.7 I can divide a whole number by a decimal and divide a decimal by a whole number (<i>to hundredths, using repeated subtraction or area models</i>) to solve word problems.				
NC.5.NBT.7 I can use estimation to assess the reasonableness of my answers when calculating with whole numbers or decimals.				
Math Standards: Number and Operations – Fractions (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, 100)				
NC.5.NF.1 I can add and subtract fractions and mixed numbers with related denominators to solve two-step word problems (<i>using area and length models</i>), and use estimation to determine the reasonableness of my answers).				
NC.5.NF.3 I can interpret and model a fraction as a division problem.				
NC.5.NF.3 I can solve one-step word problems involving division of whole numbers leading to answers that are fractions and mixed numbers (<i>using area, length, and set models or equations</i>).				
NC.5.NF.4 I can multiply a fraction by a fraction (including mixed numbers) and solve one-step word problems involving multiplication of fractions (<i>using area and length models <u>and</u> the standard algorithm</i>).				
NC.5.NF.7 I can solve one-step word problems involving division of unit fractions by nonzero whole numbers, and whole numbers by unit fractions.				
Math Standards: Geometry				
NC.5.G.1 I can graph points in the first quadrant of the coordinate plane, and interpret x- and y coordinates of points to solve problems.				
NC.5.G.3 I can classify quadrilaterals in a hierarchy based on properties, and name quadrilaterals using all subcategory names based on their attributes.				

Math Performance	Q1	Q2	Q3	Q4
Math Standards: Measurement and Data				
NC.5.MD.1 I can use multiplicative reasoning to solve one-step conversion problems within a given measurement system when given a chart.				
NC.5.MD.2 I can make and interpret a representation of data that changes over time using a line graph.				
NC.5.MD.2 I can determine whether a survey question will yield categorical or numerical data, or data that changes over time.				
NC.5.MD.5 I can solve problems involving rectangular prisms with whole-number edge lengths, and find the volume of solid figures with one-digit dimensions composed of two non-overlapping rectangular prisms.				

Science	Q1	Q2	Q3	Q4
Motion and Stability- Forces and Interactions: Understands force, motion, and the relationship between them.				
Matter and its Interactions: Understands the interactions of matter and energy and the changes that occur.				
Earth's Systems: Understand how Earth systems impact patterns of weather and climate.				
From Molecules to Organisms: Understand how structures and systems of the human body perform functions necessary for life.				
Ecosystems- Interactions, Energy, and Dynamics: Understand the interdependence of plants and animals with their ecosystems				
Heredity- Inheritance and Variation of Traits: Understand some characteristics of an organism are inherited and other characteristics are acquired.				

NC Portrait of a Graduate/Durable Skills: C - Consistently S - Sometimes R - Rarely	Q1	Q2	Q3	Q4
Adaptability: Thinks flexibly and solves problems in different ways; Accepts feedback and keeps trying, even when things are hard; Stays positive during challenges.				
Collaboration: Shares ideas and listens to others to help the group reach a goal; Uses personal strengths to solve problems and works well with teammates; Shows respect to others in person and online; Takes on different roles in a group, including being a leader or a helper.				
Communication: Shares ideas clearly by speaking, writing, and using body language; Listens carefully, asks questions, and works to understand others; Communicates well with different people and in different situations.				
Critical Thinking: Thinks carefully and uses evidence to solve problems; Looks at different solutions and chooses the best one; Finds creative ways to make things better.				
Empathy: Shows care and respect for others in person and online; Understands and values different cultures and points of view; Helps everyone feel included and builds trust with kind words and actions.				
Learner's Mindset: Shows curiosity and enjoys learning new things; Keeps trying when learning gets tough and grows from the experience; Uses what they've learned to think in new ways and solve problems.				
Personal Responsibility: Makes respectful and responsible choices that show strong character; Is honest, dependable, and understands how actions affect others; Stays in control and keeps trying, even when things are hard.				

Attendance Record	Q1	Q2	Q3	Q4
Days Absent				
Days Tardy				

Teacher Comments

1st Quarter

2nd Quarter

3rd Quarter

4th Quarter

End-Of-Year Summative Performance

End of Year Performance Levels Defined:

- Level I — Limited Performance
- Level II — Inconsistently Meets Expectations
- Level III — Meets Expectations*
- Level IV — Exceeds Expectations

READING

WRITING

MATH

Grade Assignment for Next Year:

Name: _____
 School: _____
 Teacher: _____
 Year: _____ ID#: _____

Grade 5 Report Card

California Content Standards



The purpose of this Report Card is for San Francisco Unified School District (SFUSD) to communicate regarding each student's progress towards achieving California standards. Students who are meeting the expectations outlined in the standards listed in this Report Card by the end of this school year will be well prepared for the next grade level.

Students receive marks that show progress towards end-of-year expectations. Mastery of each expectation is a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. For more information about the standards in this Report Card, please see the Report Card Family Guides at sfusd.edu/ReportCards.

NOTE:

The Report Card includes an English Language Development section that is only completed for students who are English Learners. The ELD section includes the California English Language Development (CA ELD) Standards, which describe key skills and knowledge that students learning English need. This section will be blank for students whose English is their primary language.

Key Terms	Descriptions
Proficiency Level Indicators	Proficiency Level Indicators are used to report where students are in meeting end-of-year grade level expectations. Students receive proficiency indicators for the standards identified on this Report Card.
Trimester	The school year is separated into three reporting periods called trimesters. Trimester 1 (T1) takes place at the beginning of the year. Trimester 2 (T2) takes place during the middle of the year, and Trimester 3 (T3) is the reporting period at the end of the school year.
Standards	Standard statements identify what students should know and be able to do by the end of the school year. 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/ .
Report Card Family Guide	The SFUSD Report Card Family Guide describes grade level proficiency for each content area, and provides resources for families to support learning at home.

Proficiency Level Indicators for Content Standards

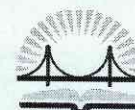
4	Exceeds end-of-year standard	Student applies standard in ways that are in-depth and beyond what was taught.
3	Meets end-of-year standard	Student consistently demonstrates mastery of standard.
2	Approaching end-of-year standard	Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	Not yet approaching end-of-year standard	Student needs more practice in understanding the standard.
/	Not assessed this trimester	A slash may be used if a standard is not assessed during the trimester.

Family Guides for Standards-Based Report Cards can be found at sfusd.edu/ReportCards.

Name: _____
 School: _____
 Teacher: _____
 Year: _____ ID#: _____

Grade 5 Report Card

California Content Standards



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

SOCIAL-EMOTIONAL DEVELOPMENT			
	T1	T2	T3
Works/plays collaboratively with others			
Regulates emotions and works with focus			
Approaches challenges as learning opportunities			
Accomplishes personal and academic goals			

ENGLISH LANGUAGE ARTS			
	T1	T2	T3
Analyzes how the narrator or author's perspective influences the events, themes, and main ideas represented in the text			
Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text			
Writes narratives that set the scene, and provide descriptive details and conclusions			
Writes organized informative texts on a topic with facts, details, quotations, and a concluding section			
Writes opinion pieces; states a point of view supporting by logically ordered reasons, and provides a concluding statement			
Participates effectively in collaborative discussions on grade level topics and texts			
Uses grade level phonics and more than one strategy to solve unknown words in a text			
Uses grade level writing conventions for capitalization, punctuation, and spelling			
Speaks and writes using academic vocabulary learned from discussions and texts			
Reads at grade level expectations			

MATHEMATICS			
	T1	T2	T3
Uses equivalent fractions to add and subtract fractions			
Applies rules of multiplying and dividing whole numbers to fractions			
Understands value of fractions like 1/10, 1/100, 1/1000, etc.			
Adds, subtracts, multiplies, and divides multi-digit whole numbers and decimals			
Solves problems about volume using knowledge of addition and multiplication			
Displays and interprets data on a line plot with fractions			
Writes and interprets math sentences that have numbers and symbols			
Graphs points on the coordinate plane to solve problems			
Categorizes two-dimensional figures based on their characteristics			
Uses ratios to convert measurement units			

Name: _____
 School: _____
 Teacher: _____
 Year: _____ ID#: _____

Grade 5 Report Card

California Content Standards



HISTORY/SOCIAL STUDIES	T1	T2	T3
Describes pre-Columbian settlements			
Describes the impact of institutions that evolved in the colonial era			
Describes the causes and impact of the American Revolution			

SCIENCE	T1	T2	T3
Asks questions about observations, investigations or changing variables			
Develops models to communicate scientific ideas and explanations			
Plans and conducts investigations; analyzes and interprets data			
Generates and compares multiple solutions for design problems			

PHYSICAL EDUCATION	T1	T2	T3
Describes components of Health-Related Fitness and develops fitness goals			
Passes using a bounce and chest pass			
Dribbles an object and shoots at a goal while being guarded			

VISUAL AND PERFORMING ARTS	T1	T2	T3
Creates 2D and 3D visual art with growing complexity and depth			
Expresses self through creative movement			
Creates music through instruments, voice, or objects			

ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners only)	T1	T2	T3
Contributes expanding ideas, asks and responds to questions			
Retells stories and events with complex sentences and verb tenses			
Writes and talks using academic vocabulary and connective words			

English Language Proficiency Assessments for CA (ELPAC) Scores (applies to English Learners)				
Test Date	Oral	Written	Overall	ELPAC Level Descriptors Key:
				4 Well developed; 3 Moderately developed; 2 Somewhat developed; 1 Beginning stage

HEALTH	T1	T2	T3
Practices health-enhancing behaviors for communicable illnesses			
Analyzes influences on food and activity choices			
Explains the reproductive system and effects of puberty			

Name: _____
 School: _____
 Teacher: _____
 Year: _____ ID#: _____

Grade 5 Report Card

California Content Standards



SAN FRANCISCO
PUBLIC SCHOOLS

ATTENDANCE

	T1	T2	T3
Days Tardy			
Days Absent			

TEACHER'S COMMENTS

1st Trimester

2nd Trimester

3rd Trimester

AL 1

Grade 5 Science Standards

Earth & Space Science

5.ESS1 *Earth's Place in the Universe*

5.ESS1.1 Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth. [Clarification Statement: Emphasis is to obtain information and construct an explanation on how the scale of the distance to objects giving off light affects the brightness of objects (e.g. nearby streetlights appear bigger and brighter than distant streetlights).] [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).]

5.ESS1.2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]

5.ESS2 *Earth's Systems*

5.ESS2.1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.[^] [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]

5.ESS2.2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Clarification Statement: Emphasis is on models to organize data about the quantity of saltwater and freshwater in various reservoirs and graph data to compare the proportions of saltwater and freshwater on Earth.] [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]

5.ESS3 *Earth and Human Activity*

5.ESS3.1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.[^] [Clarification Statement: Emphasis is on gathering data to construct an explanation on how and why the selected activity protects the Earth's resources and environment for the identified region or community (e.g. agriculture practices, solar or wave energy).] [Assessment Boundary: Assessment is limited to describing how communities use science ideas to protect Earth's resources and environment and does not focus on cause and effect of human impacts on the environment.]

Engineering, Technology, and the Application of Science**5.ETS1** *Engineering Design*

- 5.ETS1.1** **Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** [Clarification Statement: A design problem must be identified before solutions are developed. Solutions or designs identify the criteria for success and identify limitations and constraints.][Assessment Boundary: Assessment does not include limitations or criteria based on specific process or system boundaries (e.g. limitations of scientific principles or long-term societal and environmental impacts).]
- 5.ETS1.2** **Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.** [Clarification Statement: Emphasis is on researching a problem prior to designing a solution, plan for testing to evaluate how well it will perform under a range of likely conditions using scientific knowledge and communicating the design process.][Assessment Boundary: Assessment is limited to the design process and modeling.]
- 5.ETS1.3** **Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.** [Clarification Statement: Emphasis is on identifying the purpose of the investigation and specific evidence to collect, testing one criteria or constraint at a time, and record the data accordingly.][Assessment Boundary: Assessment is limited to proposing different solutions based on evidence collected and to determine which is best based on the criteria and the constraints.]

Life Science**5.LS1** *From Molecules to Organisms: Structures and Processes*

- 5.LS1.1** **Support an argument that plants get the materials they need for growth chiefly from air and water.**[^] [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.][Assessment Boundary: Assessment does not include photosynthesis or the photosynthesis reaction equation.]

5.LS2 *Ecosystems: Interactions, Energy, and Dynamics*

- 5.LS1.2** **Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.**[^] [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]

Physical Science**5.PS1** *Matter and Its Interactions*

- 5.PS1.1** **Develop a model to describe that matter is made of particles too small to be seen.**[^] [Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

- 5.PS1.2** **Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.**
[Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that forms new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]
- 5.PS1.3** **Make observations and measurements to identify materials based on their properties.**
[Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]
- 5.PS1.4** **Conduct an investigation to determine whether the mixing of two or more substances results in new substances.** [Clarification Statement: Emphasis is to investigate the effect of combining various substances to determine if a new substance is formed. Quantitative or qualitative data will be collected (e.g. weight or mass, temperature, state of matter, color, texture, odor).][Assessment Boundary: Assessment does not include having students distinguish between mass and weight. This specific distinction occurs in middle grades.]
- 5.PS2 *Motion and Stability: Force and Interactions*
- 5.PS2.1** **Support an argument that the gravitational force exerted by Earth on objects is directed down.**
[Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]
- 5.PS3 *Energy*
- 5.PS3.1** **Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.** [Clarification Statement: Examples of models could include diagrams, and flow charts.][Assessment Boundary: Assessment does not include photosynthesis or the photosynthesis reaction equation. Students should know that plants carry out photosynthesis for energy, but they do not need to know the specifics of the process or equation. Similarly, this assessment does not include the process or mechanisms for metabolism. Students should understand the relationship between animals and the food they eat to obtain energy for bodily functions, growth, and repair.]

*This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

^This performance expectation references a proximal connection to climate change and the disciplinary core ideas: Earth's Systems and Earth and Human Activity.