

Grade 5
Online Report Card Companion Document

Academic Evaluation Key
<p>4 = Exceeding Standards at Trimester</p> <ul style="list-style-type: none"> In addition to Score 3 performance, the student demonstrates in-depth inferences and/or applications.
<p>3.5 = Meeting Standards at Trimester</p> <ul style="list-style-type: none"> In addition to Score 3 performance, the student demonstrates partial success at inferences and applications.
<p>3 = Meeting Standards at Trimester</p> <ul style="list-style-type: none"> The student knows and applies the simple or complex information and/or processes that were explicitly taught. There are no major errors or omissions.
<p>2.5 = Progressing Toward Standards at Trimester</p> <ul style="list-style-type: none"> The student knows and can apply simpler details and processes. The student demonstrates partial knowledge of the more complex ideas and processes.
<p>2 = Progressing Toward Standards at Trimester</p> <ul style="list-style-type: none"> The student knows simpler details and processes. There are major errors or omissions regarding the more complex ideas and processes.
<p>1.5 = Below Standards at Trimester</p> <ul style="list-style-type: none"> The student demonstrates partial knowledge of the simpler details and processes. There are major errors or omissions regarding the more complex ideas and processes.
<p>1 = Below Standards at Trimester</p> <ul style="list-style-type: none"> With help, the student demonstrates a partial understanding of some of the simpler and complex details and processes.
<p>.5 = Below Standards at Trimester</p> <ul style="list-style-type: none"> With help the student demonstrates a partial understanding of some of the simpler details and processes. The student does not demonstrate any understanding of the more complex ideas and processes.

Academic Evaluation Key, Continued:
<p>NA=Not Assessed this Trimester</p> <ul style="list-style-type: none"> • = No Basis for evaluation *= Please see the IEP and Report of Progress.
<p>Behaviors that Promote Learning</p>
<p>C= Consistently Observed This student consistently and independently meets expectations</p>
<p>G= Generally Observed This student generally meets expectations</p>
<p>N= Needs Prompting This student meets expectations with assistance and redirecting</p>
<p>R= Rarely Observed This student rarely meets expectations</p>
<p>Reading</p>
<p>Fluency</p> <p>Student reads orally at grade level with accuracy, appropriate pacing, phrasing and expression</p>
<p>Comprehension</p> <p>Student uses different skills and strategies to understand the meaning of what is read</p> <ul style="list-style-type: none"> • Understands meaning of what is read in literary and informational text • Applies knowledge of reading skills to comprehend text • Expands comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text • Thinks critically and analyzes author's use of language, style, purpose, and perspective in literary and informational text • Uses vocabulary (word meaning) strategies to comprehend text

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Writing
<i>Content</i>
Student writes clearly and effectively <ul style="list-style-type: none"> • Develops content, organization, and style appropriate to audience and purpose
<i>Language/Conventions</i>
Student applies writing conventions <ul style="list-style-type: none"> • Grammar • Spelling • Punctuation
Student understands and uses the writing process <ul style="list-style-type: none"> • Prewrite, Draft, Revise, Edit and Publish
For more information about our expectations, please see the Writing and Language Common Core Standards
Communications
<i>Listening/Observing</i>
Student uses listening and observation skills to gain understanding
<i>Speaking</i>
Student communicates ideas clearly and effectively
Science
<i>Concepts</i>
Student understands and uses scientific concepts and principles related to topics of:
• Flight & Rocketry
• Human Body/Health
• Salmon in the Sound
• Solar System
<i>Inquiry</i>
Student knows and applies the skills, processes, and nature of scientific inquiry

Social Studies
<i>Concepts</i>
Student understands and applies main concepts and ideas related to United States History
Art
<i>Concepts and Skills</i>
<i>Participation</i>
Mathematics
Student understands and applies the concepts and procedures of mathematics. BOLD PRINT INDICATES 6th GRADE STANDARDS FOR ACCELERATED MATH STUDENTS ONLY.
<i>Numbers & Operations</i> <ul style="list-style-type: none"> • Fractions: common denominator, equivalent fractions • Whole numbers: prime, composite, GCF, LCM • Multiplication & Division: 4 digit by 2 digit division, word problems • Addition & Subtraction: fractions, mixed numbers and decimals, word problems • Percents, Ratios, Integers, Ordering & Comparing • Multiply/Divide Fractions, Decimals
<i>Algebra</i> <ul style="list-style-type: none"> • Equations, expressions, word problems, graphing, linear rules • Continue to develop understanding (more complex situations)
<i>Geometry & Measurement</i> <ul style="list-style-type: none"> • 2D Figures – perimeter/area, formulas, angles, triangles, quadrilaterals, symmetry, word problems • Circles, volume (3D)
<i>Probability/Data</i>
For more information about our expectations, please see the 5th Grade Math Measurement Topics

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Music
<i>Concepts and Skills</i>
<ul style="list-style-type: none">• Student understands and applies knowledge and skills• Student demonstrates thinking skills using artistic processes of creating, performing, and responding• Student communicates through music• Student makes connections within and across the arts to other disciplines, life, cultures, and work
<i>Participation</i>
Student exhibits responsible personal and social behavior that respects self and others in musical settings
Physical Education
<i>Skills</i>
Student develops fundamental and complex movement skills, as developmentally appropriate <ul style="list-style-type: none">• Locomotor• Non-Locomotor• Manipulatives
<i>Sportmanship</i>
Student exhibits responsible personal and social behavior that respects self and others in physical activity settings <ul style="list-style-type: none">• Participation• Attitude