



**Grade 5**

ACADEMIC PERFORMANCE INDICATORS			
Superior Performance.....A	O.....Outstanding		
Above Average Performance.....B	S.....Satisfactory		
Basic Performance.....C	N.....Needs Improvement		
Partial Performance.....D			
Failed to Perform.....F			
ACADEMIC STANDARDS	Trimester		
	1	2	3
<b>Reading</b>			
Comments			
1.1 Fluency			
1.2-1.5 Vocabulary development			
2.1-2.5 Reading comprehension			
3.1-3.5 Responds to & analyzes literature			
<b>Writing</b>			
Comments			
<b>Strategies/Applications</b>			
1.1-1.3 Skills			
2.1-2.5 Uses the writing process (draft to final copy) to create narratives, information reports, responses to literature, and summaries that contain main ideas and most significant details			
<b>Language Conventions</b>			
1.1-1.4 Sentence structure, grammar, punctuation			
<b>Spelling</b>			
1.5 Assigned words			
1.5 Application in written work			
<b>Listening &amp; Speaking</b>			
Comments			
1.0-2.0 Delivers well-organized oral presentations			
1.0 Listens critically and responds appropriately			
<b>Attendance</b>	1	2	3
Days absent			
Days tardy			

COMMENTS	
1 <sup>st</sup> Trimester	Parent attended conference <input type="checkbox"/> Yes <input type="checkbox"/> No
<hr/> Parent's Signature	

Student \_\_\_\_\_

School Year \_\_\_\_\_ School \_\_\_\_\_

Teacher \_\_\_\_\_

COMMENT CODES	
g. Outstanding effort displayed	m. Incomplete/poor
h. Does neat and careful work	(1) homework,
i. Always prepared for class	(2) class assignments,
j. Making steady progress	(3) projects
k. Classroom test scores low	n. Poor effort displayed
l. Excessive talking affecting progress	p. Parent conference requested

PERFORMANCE STANDARDS	Trimester		
	1	2	3
<b>Self-Directed Learner</b>			
<ul style="list-style-type: none"> <li>Uses time productively</li> <li>Works independently</li> <li>Evaluates own work and sets new goals</li> <li>Follows directions</li> <li>Stays on task</li> </ul>			
<b>Constructive Problem Solver</b>			
<ul style="list-style-type: none"> <li>Applies reasoning skills to solve problems</li> <li>Uses a variety of strategies</li> <li>Seeks help/resources when needed</li> </ul>			
<b>Effective Communicator</b>			
<ul style="list-style-type: none"> <li>Participates in class discussions</li> <li>Listens actively to others</li> <li>Uses correct grammar</li> <li>Conveys message clearly</li> </ul>			
<b>Creative Producer</b>			
<ul style="list-style-type: none"> <li>Strives to produce quality work</li> <li>Uses many resources to construct work</li> <li>Shows understanding effectively</li> </ul>			

Community Citizens	Trimester		
	1	2	3
<ul style="list-style-type: none"> <li>Displays positive classroom behavior</li> <li>Displays positive playground behavior</li> <li>Works well with others</li> <li>Respects rights and property of others</li> <li>Accepts responsibility for own actions</li> </ul>			

**COMMENTS**

2<sup>nd</sup> Trimester

ACADEMIC PERFORMANCE INDICATORS				
Ø	1	2	3	4
Not evaluated at this time	Below the grade level standard	Approaching the grade level standard	Proficient at the grade level standard	Advanced beyond the grade level standard

	Trimester		
	1	2	3
<b>Math</b>			
Comments			
<ul style="list-style-type: none"> <li>Number Sense</li> <li>Algebra and Function</li> <li>Measurement</li> <li>Geometry</li> <li>Statistics/Data Analysis/Probability</li> <li>Mathematical Reasoning</li> </ul>			
<b>Social Studies</b>			
Comments			
<b>Science/Health</b>			
Comments			
<b>Visual Performing Arts</b>			
Comments			
<b>Physical Education</b>			
Comments			
<b>Homework</b>			

**COMMENTS**

3<sup>rd</sup> Trimester

Next Year's Placement \_\_\_\_\_



## Reading

**Word Analysis, Fluency, and Vocabulary Development:** Students apply knowledge of root words, affixes, and word origins to determine meaning. They understand frequently used synonyms, antonyms, homographs, and homophones. (1.1-1.5)

**Reading Comprehension:** Students understand how text features, such as diagrams, charts, and maps, make information accessible. Students analyze texts to determine main ideas and concepts. They draw inferences, conclusions, or generalizations based upon the evidence in the text or prior knowledge. Students distinguish among facts and opinions in text. (2.1-2.5)

**Literary Response and Analysis:** Students identify and analyze characteristics of poetry, drama, fiction, and nonfiction. They explain the author's purpose for choosing a specific form. They identify plot conflicts and resolutions, compare and contrast characters, and recognize themes. Students evaluate the author's use of various techniques to influence the reader's perspective. (3.1-3.5)

## Writing/Language

**Writing Strategies:** Students write well-crafted narrative and expository essays that exhibit awareness of audience and purpose, and contain formal introductions, supporting evidence, and conclusions. Students use printed text to locate relevant information and employ organizational features of electronic media to create simple documents. (1.1-1.3)

**Writing Applications:** Students write well-crafted narrative, expository, persuasive, and descriptive texts. They develop main ideas, provide relevant supportive evidence and detail, use precise and appropriate language, and follow an effective organizational pattern. (2.1-2.5)

## Spelling

Students spell grade-appropriate roots, suffixes, prefixes, contractions, and multi-syllable word patterns correctly.

**Listening and Speaking:** Students speak with a mastery of standard English conventions appropriate to fifth grade, attending to sentence structure, grammar, and punctuation.

## Progress Reporting

These marks are used to indicate a student's grade-level proficiency, based on the academic content standards.

### Academic Performance Indicators

#### 4 – Above the grade-level standard

The student often exceeds the standards for fifth grade. The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills above the fifth grade level.

#### 3 – At the grade-level standard

The student regularly demonstrates proficiency in the majority of the standards for fifth grade. The student, with limited errors, grasps and applies key concepts, processes, and skills for fifth grade.

#### 2 – Approaching the grade-level standard

The student is beginning to, and occasionally does, meet the standards for fifth grade. The student is beginning to grasp and apply key concepts, processes, and skills for fifth grade, but produces work that is still not at grade level.

#### 1 – Below the grade-level standard

The student is not meeting the standards for fifth grade. The student is working below grade level.

These marks are used to indicate a student's effort.

### Effort Grades

#### O – Outstanding

**Social Skills and Work Habits** – an "O" indicates the student consistently meets and regularly exceeds expectations for his/her ability.

#### S – Satisfactory

**Social Skills and Work Habits** – an "S" indicates the student regularly meets expectations for his/her ability.

#### N – Needs Improvement

**Social Skills and Work Habits** – an "N" indicates the student does not meet expectations for his/her ability.

## Mathematics

**Number Sense:** Students add, subtract, multiply, divide and solve problems using very large numbers (millions) and small numbers (thousandths), positive and negative numbers, decimals, fractions, and percents. Students read, write, and understand whole number powers (e.g.  $2^3 = 2 \times 2 \times 2$ ).

**Algebra and Functions:** Students find solutions to problems where there is an unknown variable represented by a letter. Students plot ordered pairs on graphs separated into four quadrants. Students show answers to algebraic problems on a table, graph, or chart, with a formula or equation.

**Measurement:** Students use appropriate tools (ruler, compass, and protractor) to measure and draw angles, parallel lines, perpendicular lines, and intersecting lines.

**Geometry:** Students find the area and perimeter of two-dimensional figures and the surface area and volume of three-dimensional objects. Students use formulas to determine the areas of right triangles and parallelograms.

**Statistics, Data Analysis, and Probability:** Students determine and appropriately explain the mean, median, and mode of sets of data. Students display data using different kinds of graphs and explain what type of graph is most appropriate for a particular set of data.

**Mathematical Reasoning:** Students make decisions about how to approach problems. Students use strategies, skills, and concepts in finding solutions. Students move beyond a particular problem by generalizing to other situations.