

**Springhurst Elementary School
Report Card Support Information for Parents**

Grade 5

INTRODUCTION

Your child's success at school depends greatly on the communication and collaboration between teachers and parents. In an effort to enhance this effort, the Springhurst faculty has created this document to assist you in understanding the various components of the Springhurst report card. By creating this document we hope to be able to provide you with greater clarity regarding the areas in which your child's progress is being assessed. It is suggested that you use this document as a resource when looking at your child's report card.

The assessment categories can be defined as follows:

Exceeds Expectations -

Student consistently displays a superior understanding of content, concepts, and skills.

Meets Expectations -

Student consistently displays a knowledge and understanding of content, concepts, and skills.

Experiencing Difficulty -

Student consistently displays only a limited understanding of content, concepts, and skills.

Not Assessed This Marking Period -

Content, concepts, and skills are not assessed during the grading term.

We have listed some examples of what might be included under each specific report card criteria for Reading, Writing, Listening/Speaking, and Mathematics. This is a sampling of topics and concepts that students learn at different points during the school year, not during every marking period. Nor is it a comprehensive list of everything students learn throughout the year. Criteria for each subject, as well as the examples that follow, have been developed to correspond to the New York State Standards for Learning, which can be viewed in their entirety at the NY State Education Department's website: <http://www.p12.nysed.gov/ciai/cores.html>

Should you have any questions about this document, your child's report card, or any aspect of your child's progress, please do not hesitate to contact your child's teacher.

Reading

Chooses appropriate reading materials independently

- Students choose text that they can read fluently and with understanding (5 or fewer mistakes per page)

Uses word analysis skills effectively

- Students use knowledge of prefixes, suffixes, base words to read unknown words
- Students use context clues to determine meaning of unfamiliar words

Uses comprehension strategies effectively

- Students make use of some or all of the strategies to aid in understanding what they read:
 - Make logical predictions about story events
 - Ask questions before, during, and after reading
 - Reread when they don't understand
 - Make personal connections to themselves, other books, and the world around them
 - Get a picture in their mind based on what they read
 - Use clues that an author leaves to find an unwritten meaning or message (inferring)

Reads fluently with intonation and expression

- Students read longer, meaningful phrases and adjust his/her reading rate
- Students are attentive to punctuation as they read
- Students adjust intonation as they read to show meaning

Actively participates in discussions

- Students make relevant comments when talking about books in various situations: read aloud, partnership, guided reading group, and book club

Writes responses to literature using evidence from the text

- Students are able to share their thoughts about books they read in written format (several paragraphs), citing reasons for their thinking from the text

Writing

Writes independently in their writer's notebook

- Students choose topics to write about in their writer's notebook
- Students write a variety of entries in their writer's notebook

Organizes and develops ideas with detail and elaboration

- Students' writing has a beginning, middle, and end
- Students include many supporting details throughout their story to expand on it

Spells core high-frequency words correctly

- Students spell 5th grade core words based on the Rebecca Sitton Spelling Program

Spells correctly in written work

- Students use conventions of spelling and phonetic rules in their writing

Applies editing skills taught

- Students check their written work and correct grade-appropriate errors in capitalization, punctuation, and the spelling of high-frequency words

Applies and utilizes revision strategies taught

- Students revise their writing using various forms of craft taught in the Writing Workshop, i.e. sentence beginnings, better word choice, zooming in, show—don't tell, stretching a moment, using descriptive words, dialogue, endings, setting, figurative language

Writes legibly

- Students form manuscript and cursive letters correctly, with appropriate sizing and spacing using the Zaner-Bloser program

Applies grammar skills in written work

- Students apply rules for capitalization, punctuation, and word usage
- Students write in complete sentences without omissions

Applies genre-specific criteria to written pieces

- Students will use a written technique that matches the genre that is being taught, i.e. poetry, non-fiction, memoir, persuasive writing

Listening and Speaking

Responds appropriately in class discussions

- Students make relevant comments
- Students take turns speaking
- Students listen to each other

Expresses ideas clearly and effectively

- Students speak in sentences
- Students explain their thinking
- Students speak in a clear, articulate manner and use appropriate volume

Mathematics

Quick Recall of Facts

- Quick Recall of multiplication and division facts to 10
- Identifies the factors and multiples of a given number

Computes Accurately

- Uses a variety of strategies to add, subtract, multiply, and divide multi-digit whole numbers and decimals
- Solves mathematical expressions using order of operations
- Converts and simplifies improper fractions to mixed numbers and the reverse

Demonstrates Strong Number Sense

- Identifies place value to millions
- Creates equivalent fractions when given a fraction
- Compares and orders fractions including unlike denominators using $<$, $>$, $=$
- Reads, writes, and orders decimals to thousandths
- Writes percents as fractions and decimals
- Estimates in order to justify the reasonableness of an answer

Recognizes and Understands Mathematical Patterns

- Creates algebraic expressions from given information
- Solves algebraic expressions

Recognizes Geometric Shapes and Relationships

- Calculates perimeter and area of irregular/regular polygons
- Identifies pairs of similar triangles and the ratio of corresponding sides
- Knows that the sum of the interior angles of a triangle is 180 degrees, a quadrilateral 360 degrees
- Identifies and draws lines of symmetry
- Identifies and plots points and shapes on a coordinate plane

Uses Measuring Tools Accurately and Appropriately

- Uses a ruler to measure to the nearest $1''$, $1/2''$, $1/4''$, $1/8''$
- Measures angles and draws angles using a protractor
- Calculates elapsed time in hours and minutes

Collects, Organizes, Displays, and Interprets Data

- Formulates conclusions and makes predictions from graphs
- Records results from experiments using fractions and ratios
- Calculates the mean, median, mode, and range for a given set of data
- Displays data using a bar or line graph

Applies Problem Solving Strategies

- Identifies essential information in a problem and chooses appropriate strategy
- Uses a variety of strategies to solve problems (i.e. trial and error, drawing a picture, estimation, organized lists, etc.)
- Explains to peers and teachers how a problem was solved, giving support for strategies used

Communicates Ideas Using Mathematical Language

- Uses appropriate mathematical terms and vocabulary
- Listens to solutions shared by other students and asks appropriate questions