



## Reporting Student Progress

# Fifth Grade



## **A Message to Parents/Guardians:**

**Libertyville Elementary District 70 teachers of students in kindergarten-5 utilize a standards-based report card. Standards describe what a student should know and be able to do at each grade level in all subjects, and in behavioral characteristics and work habits that support learning. We refer to those as “Characteristics of Successful Learning.”**

**The report card is designed to give you more information with regard to how your child is progressing in meeting those standards. Identifying standards allow teachers and students to set learning goals and measure progress from the beginning of the school year to the end. The report card was also designed to provide consistency from grade to grade and across teachers within a grade.**

**We hope you find this handbook helpful in understanding standards-based reporting and supporting your efforts to have meaningful conversations with your child and child’s teacher regarding progress and success at school.**

## Fifth Grade

### Fifth Grade Report Card

Goal of student reporting.

Student attendance information.

Performance descriptors.

**Libertyville District 70**

**Student Information**

Student Name			
Academic Year	2012-2013	School	
Grade	5	Address	
Libertyville District 70 has established grade level learning objectives based upon state and national standards. The purpose of this report card is to communicate student progress towards achieving these established learning objectives.		Teacher	

**Student Report Card**

Attendance	T1	T2	T3
Absent	0	0	0
Tardy	0	0	0

**Report Cards Legend for Academic Standards**

E (Extends): Student demonstrates application and/or understanding that extends beyond what was taught in class.  
M (Meets): Student demonstrates application and understanding of the concepts and/or skills taught in class.  
A (Approaching): Student demonstrates partial understanding of the concepts and/or skills taught in class.  
B (Below): Student demonstrates partial understanding, with assistance, of the concepts and/or skills taught in class.  
N/A (Not assessed at this time)

**Reading / Language Arts**

Literature	NOV	MAR	JUN
Understand and compare and contrast elements of fictional text			
Informational Text			
Use features of non-fiction text to support inferences, summarize and solve problems			
Foundational Skills			
Apply phonics skills to decode text and read fluently			
Writing			
Apply the writing process to write for a variety of purposes, and locate and use sources for research			
Speaking & Listening			
Participate in discussions; demonstrate listening comprehension and present information orally			
Language			
Use conventions and grammar to speak, write, and edit work			

**Mathematics**

Operations & Algebraic Thinking	NOV	MAR	JUN
Use order of operations to evaluate expressions and solve equations and word problems			
Numbers & Operations: Fractions			
Add and subtract fractions and mixed numbers, multiply and divide by fractions, and solve word problems			
Numbers & Operations: Base Ten			
Understand place value, powers of ten, decimals, and multiplication and division of whole numbers			
Measurement & Data			
Convert measurements, create and use graphs, and determine volume			
Geometry			
Graph points on a coordinate plane, and compare and classify 2-dimensional figures			

**Science**

Scientific Inquiry	NOV	MAR	JUN
Follow the scientific method to explore scientific concepts and conduct experiments			
Scientific Concepts			
Demonstrate knowledge of concepts in physical, life and earth sciences			
Real World Connections of Life, Physical, Space, and Technology			
Relate science to real life			

**Social Science**

Principles of Government	NOV	MAR	JUN
Understand political systems in the United States			
Economics			
Understand the difference between goods and services, and wants and needs			
History			
Understand issues and events that formed the history of Illinois and the United States			
Geography			
Understand how geography impacts people			
Cultural Awareness			
Recognize and understand differences in culture			

Progress toward meeting grade level standards.

## Fifth Grade

Progress toward making grade level standards.

Physical Education			
<b>Skills Development</b>			
<i>Motor, manipulative, and sports skills; game concepts and rhythmic movement</i>		NOV	MAR JUN
<b>Lifelong Wellness</b>			
<i>Lifelong fitness and wellness; fitness testing and daily classroom fitness</i>			
<b>Music</b>			
<b>Knowledge of Concepts</b>			
<i>Understand music notation, music vocabulary and qualities of expression</i>		NOV	MAR JUN
<b>Application of Learning</b>			
<i>Demonstrate rhythm, melody, vocal development and recorder skills (grades 3-5)</i>			
<b>Art</b>			
<b>Knowledge of Concepts</b>			
<i>Identify the elements of art; identify media and tools; relates art to history, society and everyday life</i>		NOV	MAR JUN
<b>Application of Learning</b>			
<i>Demonstrate knowledge of concepts through pictorial representation and classroom discussion</i>			

  

Report Cards Legend for Characteristics of Successful Learners			
M (Meets): Meets grade level expectations	G (Goal): Identified as a goal for improvement		
<b>Characteristics of Successful Learners: Academics</b>			
Come to school prepared		NOV	MAR JUN
Demonstrate respect			
Manage emotions and behaviors			
Cooperate with others			
Follow directions			
Listen and participate			
Work independently			
Manage time			
Produce quality work			
Seek assistance when appropriate			
Apply problem-solving skills			
Display organizational skills			
Use materials appropriately			
Seek and/or accept challenges			
<b>Characteristics of Successful Learners: Physical Education</b>			
Manage emotions, behaviors and demonstrate respect		NOV	MAR JUN
Listen, follow directions and participate			
Cooperate with others			
Come to class prepared			
<b>Characteristics of Successful Learners: Music</b>			
Manage emotions, behaviors and demonstrate respect		NOV	MAR JUN
Listen, follow directions and participate			
Uses materials appropriately			
<b>Characteristics of Successful Learners: Art</b>			
Manage emotions, behaviors and demonstrate respect		NOV	MAR JUN
Listen, follow directions and participate			
Use materials appropriately			
<b>Teacher Comment</b>			

Behaviors and work habits that support learning.

**Reporting Student Progress for Academics**

In Libertyville School District 70, report cards are issued three times a year. If a child is having difficulty meeting established learning standards, a progress report may also be sent home mid-trimester indicating areas in which he or she is experiencing difficulty.

The following performance descriptors are used to indicate a student's progress in meeting academic learning standards.

**Extends**

The student consistently demonstrates an understanding and application of skills and concepts beyond what was taught in class. The student may benefit from work that is differentiated or of greater rigor.

**Meets**

The student demonstrates consistent understanding and application of skills and concepts taught in class. The

student is consistently on target for meeting established grade level learning standards.

**Approaching**

The student partially demonstrates understanding and application of skills and concepts taught in class. The student may require more exposure or practice to fully demonstrate consistent understanding and application. A mark of approaching often occurs when a new concept or skill is introduced.

**Below**

The student consistently requires assistance to demonstrate understanding and/or application of skills and concepts taught in class. The student may benefit from work that is adapted or from differentiated instruction in order to demonstrate better understanding or application of skills and concepts.

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**Reporting Student Progress for Behaviors and Work Habits**

Teachers also report on behavior and work habits that contribute to, or impact learning. These are called "Characteristics of Successful Learners". The following performance descriptors are used to indicate a student's progress in meeting these standards.

**Meets**

The student meets grade level expectations.

**Goal for Improvement**

The student is not meeting grade level expectations and this behavior or work habit has been identified as a goal.

## **Discussing Student Progress**

Some parents, having grown up with letter grades, may at first struggle with discussing academic progress and a standards-based report card with their child. It is helpful to understand that teachers routinely discuss learning standards with students in the classroom and may refer to those standards as “I can” statements. When teaching a lesson or introducing an activity, teachers will identify the targeted standard (ie. “Our goal for this unit is to add double-digit numbers so by the end, you should be able to say, I can add double-digit numbers.”)

When prompted, students should be able to discuss with their parent(s), what their learning goals for the day were, goals or standards they have

met, and goals or standards they are working to meet. They should also be able to discuss what they need to do in order to be able to meet a goal (ie. pay attention to the end marks of sentences to read more fluently).

When a skill or concept is first introduced, it is common that a student may not be able to fully demonstrate understanding or apply that knowledge. It is not unacceptable or unexpected for a student to receive a mark of “Approaching” on work based upon newly introduced skills or concepts. While that is part of the learning process, the goal over time, is for that student to “Meet” that grade-level learning standard.

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## **Parent-Teacher Conferences**

Parent-teacher conferences are just one way to develop a strong school-home relationship. Parent-teacher conferences are held mid-way through the first trimester, typically in October, and again mid-way through the Fifth trimester, typically in February. Parent-teacher conferences are a wonderful opportunity to discuss your child’s progress and learn more about your child’s school experience. During this

time, the teacher will share examples of your child’s work, discuss his or her progress in meeting standards or learning goals, and answer any questions you might have. The teacher also will suggest ways to support your child at home. Don’t hesitate to contact your child’s teacher if you have specific topics you would like to discuss during a conference.

## **Subject Area Standards**

The following pages contain skills and concepts within learning standards that students should know and be able to do by the end of fifth grade. The learning standards are aligned with the Illinois Learning Standards and the Common Core Standards for English/language arts and mathematics.

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### **English-Language Arts**

#### **Literature**

Make inferences that are supported by the text.

Summarize text using important literary elements such as conflict, rising action, climax, falling action and resolution.

Compare and contrast two or more characters, settings or events.

Determine the meaning of words using context clues.

Determine the meaning of similes and metaphors.

#### **Informational Text**

Make inferences that are supported by the text.

Explain relationships between two or more individuals, events, or ideas.

Determine the meaning of words using context clues.

Use many different sources to answer questions or solve problems.

#### **Foundational Skills**

Break words into syllables to help read them.

Use knowledge of prefixes, suffixes, and roots to help read unfamiliar words.

Read text accurately with understanding.

Recognize and correct mistakes made while reading.

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## **Fifth Grade**

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### **Speaking and Listening**

Actively participate in discussions by responding to and posing questions.

Actively participate in discussions by reviewing and adding to key ideas.

Summarize information presented orally.

Speak clearly at an understandable pace.

Present information on a topic and make sure that ideas have detailed support and are in order.

### **Writing**

Write an introduction for an expository essay that clearly previews main points.

Provide detailed support for all Ideas in my writing.

Stay on topic throughout writing.

Write a conclusion that clearly restates main points.

Write a narrative essay that introduces characters, setting, and problem.

Sequence events in order that makes sense in narrative essay.

Use dialogue and description to develop events in narrative essay.

Have a conclusion that wraps up the events in narrative essay.

Use appropriate transitions in writing.

Plan, draft, revise, and edit essays.

Write a research report that includes information from different sources.

### **Language**

Use the proper verb tense (i.e. past, present, perfect) in my writing.

Recognize and correct when I have made a mistake in verb tense.

Use commas appropriately (in a series, with introductory clauses, direct address).

Write the titles of works using the correct method (underlining, quotation marks, italics).



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## **Fifth Grade**

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Spell words correctly in my writing, even if I need to access a resource.

Revise sentences to improve them by adding to them, combining them, or shortening them.

Use prefixes, suffixes, and roots to help understand a word.

### **Mathematics**

#### **Operations & Algebraic Thinking**

Use order of operations to evaluate numerical expressions and solve equations.

Translate a word problem to a numerical expressions and equations.

Compare different numeric patterns and identify relationships between them.

#### **Numbers & Operations: Fractions**

Add and subtract fractions and mixed numbers with unlike denominators.

Explain why an answer makes sense when a word problem is solved using addition and subtraction of fractions.

Recognize that fractions are division problems, and use this to solve word problems.

Multiply a fraction or a whole number by a fraction.

Explain what happens when I multiply fractions and/or whole numbers.

Solve word problems using multiplication of fractions and/or mixed numbers using pictures or equations.

Divide unit fractions by a whole number and whole numbers by unit fractions.

Solve word problems using division of whole numbers and unit fractions using pictures or equations.

#### **Numbers & Operations: Base Ten**

Identify the value of a digit based upon its place value up to the thousandths place.

Explain in words the placement of a decimal point and zeroes when multiplying or dividing by a power of ten.

Compare decimals to the thousandths place.

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## **Fifth Grade**

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Use place value to round decimals to any place.

Multiply multi-digit whole numbers.

Divide whole numbers with 4-digit dividends and 2-digit divisors, evenly.

Illustrate and explain how to divide whole numbers using equations, pictures, and tools.

Add, subtract, multiply and divide decimals to the hundredths place.

### **Measurement & Data**

Convert within a measurement system, and use these calculations to solve multi-step real world problems.

Create and use a line plot with measurements in fractions to solve problems.

Show, using visuals, that volume is an attribute of solid figures composed of cubic units.

Measure volumes using cubic units.

Use the formulas for volume to calculate the volume of rectangular prisms.

Use my knowledge of volume of rectangular prisms to calculate the volume of more complex solid figures.

### **Geometry**

Graph points on a coordinate plane.

Represent a problem by graphing coordinates on a coordinate plane.

Make connections between 2-dimensional figures by observing and documenting their attributes.

Classify two-dimensional figures according to their attributes.

### **Social Science**

#### **Principles of Government**

Explain past and present day forms of government.

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## **Fifth Grade**

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### **Economics**

Identify the difference between goods/services and wants/needs.

### **History**

Make connections between historical and current events.

### **Geography**

Locate, describe and explain key features of the Earth.

Describe how geographic factors affect society.

### **Cultural Awareness**

Explain how historical events affect different cultures.

## **Science**

### **Scientific Inquiry**

Make a hypothesis and test it.

Use observation, estimation, and measurement to collect and record data.

Interpret data to draw a conclusion and report results.

### **Scientific Concepts**

#### **Life Science**

Identify the parts of a cell and their function.

Explain the relationship between cells, tissues, and organs.

Identify the different parts of the human body systems and how they work together.

Explain how living things interact in an ecosystem.

Explain how changes in the environment affect organisms.

#### **Physical Science**

Describe and explain the properties of matter.

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Explain ways that force causes actions and reactions.

Describe and compare types of energy.

### **Space and Technology**

Describe the characteristics of stars and constellations.

Explain the characteristics of the planets and their arrangement.

Explain the motion of planets in relation to the sun and stars.

Explain the different phases of Earth's moon.

Describe how advances in science and technology affect society.

### **Real World Connections of Life, Physical, Earth and Space Sciences**

Explain how my actions affect the environment.

Explain how technology and science has changed.