

## 5<sup>th</sup> Grade Report Card Guidelines

Math	
<b>Mathematical Reasoning</b>	<b>November Expectation</b>
Makes sense of problems and perseveres in solving them  <b>5MP1</b>	<p>4- Uses a strategy to solve problems. Needs prompting to return to the problem and try another approach if unsuccessful the first time.</p> <p>3-. Uses a strategy to solve problems. May need prompting to return to the problem and try another approach if unsuccessful the first time.</p> <p>2- Uses a strategy to solve problems. May need prompting to return to the problem and help identifying another strategy if unsuccessful the first time.</p> <p>1-Needs support selecting a strategy and throughout the problem solving process.</p>
Clearly communicates mathematical thinking	<p>4-Uses mathematical vocabulary and/or language of the standards to communicate mathematical thinking and ideas written and orally</p> <p>3-Uses mathematical language and/or the language of the standards to communicate mathematical thinking and ideas written and orally</p> <p>2-Explains mathematical thinking but may not use mathematical language and/or the language of the standards. Student may communicate ideas written, orally, but may not be both.</p> <p>1- Provides answers only and does not explain mathematical thinking</p>
<b>Operations and Algebraic Thinking</b>	<b>November Expectations</b>
Fluently multiplies and divides within 100 (Fluency involves a mixture of just knowing some answers, knowing some answers from	<p>4-fluent with multiplication and division facts up to 12</p> <p>3-fluent with multiplication and division facts up to 10</p> <p>2-fluent with multiplication or division facts up to 10</p>

patterns, and knowing some answers from the use of strategies)	1-has not attained fluency with both multiplication and division facts
Solves multi-step word problems	<p>4-Determines the most efficient steps to solve a problem. Arrives at the correct solution.</p> <p>3-Determines the correct operation(s) and steps of a problem. Arrives at a reasonable solution. -Independently completes 2 step problems</p> <p>2- Determines one of the correct operation(s) and steps for some of the problem or completes both steps with teacher support.</p> <p>1-Cannot determine a correct step for the problem.</p>
<b>Number Sense and Operations in Base Ten</b>	<b>November Expectations</b>
<p>Understands the place value system</p> <p>5NBT1 5NBT2 5NBT3 5NBT4</p>	<p>4- Understands and uses the place value system to solve problems as outline by 3. Explains thinking using mathematical vocabulary.</p> <p>3-Understands and uses the place value system to solve problems</p> <ul style="list-style-type: none"> <li>• Recognizes the relationship of digits within a number.</li> <li>• Explains and uses the pattern of zeros when multiplying and dividing by a power of 10</li> <li>• Reads, writes and compares decimals</li> <li>• Rounds decimals</li> </ul> <p>2-Some understanding of the place value system and how to use it to solve problems as outlined by 3</p> <p>1-Little understanding of the place value system and how to use it to solve problems as outlined by 3</p>
<p>Performs operations with multi-digit numbers</p> <p>5OA1 5NBT5 5NBT6</p>	<p>4- Performs operations with multi-digit numbers as outlined by 3. Applies the most efficient method.</p> <p>3-Performs operations with multi-digit numbers</p> <ul style="list-style-type: none"> <li>• Evaluates expressions using correct order of operations</li> <li>• Multiply multi-digit whole numbers using the standard algorithm</li> </ul> <p>2-Performs some operations with multi-digit numbers as outlined by 3</p> <p>1-Performs few operations with multi-digit numbers as outline by 3</p>

Performs operations with decimals 5OA1 5NBT7	4- Performs operations with decimals as outlined by 3. Applies the most efficient method.  3-Performs operations with decimals <ul style="list-style-type: none"> <li>• Add, subtract and multiply decimals to hundredths</li> </ul> 2-Performs some operations with decimals as outlined by 3  1-Performs few operations with decimals as outline by 3
<b>Number sense and operations ~ fractions</b>	<b>November Expectations</b>
Adds and subtracts fractions with unlike denominators  5NF1	NA
Multiplies and divides fractions  5NF4 5NF5a 5NF6 5NF7	NA
Solves word problems with fractions  5NF2 5NF6	NA
<b>Measurement and data</b>	<b>November Expectations</b>
Converts like units within a given measurement system	4-Student is able to accurately convert among metric measurement.

5.MD.1	<p>3- Student is able to select the correct operation and conversion factor to convert among metric measurements.</p> <p>2- Student is able to select either the correct operation or the correct conversion factor.</p> <p>1- Student is unable to select either the correct operation or the correct conversion factor.</p>
	<p>Assessments: Mid Module 1 Assessment, End Module 1 Assessment, Mid Module 2 Assessment,</p> <p>*Note: there is limited instruction of this standard throughout the modules. Module 1: Lesson 4</p>
<p>Understands concepts of volume</p> <p>5. MD.3</p> <p>5.MD.4</p>	NA
<p>Solves problems involving volume of complex shapes</p> <p>5.MD.5</p>	NA
<b>Geometry</b>	
<p>Graphs points on a coordinate plane to solve problems</p> <p>5.G.1</p>	NA
<p>Classifies two dimensional figures based on properties</p> <p>5.G.3</p> <p>5.G.4</p>	NA

## 5<sup>th</sup> Grade Report Card ELA Guidelines

<b>ELA-READING</b>	
<b>Foundational Skills</b>	<b>November Expectation</b>
<p>Knows and applies grade-level phonics and word analysis skills in decoding words</p> <p><b>RF5.3</b></p>	<p>4-The student can integrate meaning, structure, and visual cues to determine unknown words above grade level.</p> <p><b>3-The student can integrate meaning, structure, and visual cues to determine unknown words at grade level (Level T).</b></p> <p>2-The student can sometimes integrate meaning, structure, and visual cues with teacher support to determine unknown words at grade level.</p> <p>1-The student is unable to or rarely able to integrate meaning, structure, and visual cues to determine unknown words in a text.</p>
<p>Determine the meanings of word and phrases as they are used in a text</p> <p>RL5.4 RI5.4</p>	<p>4-The student is able to accurately determine the meaning of words and phrases in an above grade level text and support it with evidence</p> <p><b>3-The student is able to accurately determine the meaning of words and phrases in a text at the expected grade level (level T)</b></p> <p>2-The student is sometimes able to determine the meaning of words and phrases in a text at the expected grade level with teacher support.</p> <p>1-The student is unable to or rarely able to determine the meaning of words and phrases in a text at the expected grade level.</p>
<b>Literature</b>	<b>November Expectations</b>
<p>Compare and contrast two or more characters, settings and events in a story using details from the text</p> <p>5. RL.5.3</p>	<p>4-The student is able to compare/contrast characters, settings or events in a story, drawing on specific details from the text (character’s thoughts, words or actions). The student can make connections of how these story components relate to one another.</p> <p><b>3-</b> The student is able to compare/contrast characters, settings or events in a story, drawing on specific details from the text (character’s thoughts, words or actions).</p> <p>2-The student can sometimes compare/contrast characters, settings or events in a story, drawing on specific details from the text (character’s thoughts, words or actions). with teacher support.</p>

	<p>1-The student is unable to or rarely able to compare/contrast characters, settings or events in a story, drawing on specific details from the text (character's thoughts, words or actions).</p>
<p>Determines a theme of a story, drama or poem with details from the text RL5.2</p>	<p>4- The student is consistently able to identify an accurate theme that is insightful- not basic- and support the theme by skillfully linking details from the text</p> <p><b>3-The student can determine a theme of a story, drama or poem of the text using details.</b></p> <p>2-The student can sometimes determine a theme of a story, drama or poem and summarize the text using details.</p> <p>1-The student is unable to or rarely able to determine a theme of a story, drama or poem of a text using details.</p>
<p>Summarizes a story, drama or poem with details from the text. RL5.3</p>	<p>4- The student is consistently able to insightfully craft a summary of the text- not basic- and support the summary by skillfully linking essential details from the text</p> <p><b>3-The student can accurately summarize a story, drama or poem and include details essential to the plot and central message.</b></p> <p>2-The student can provide a basic summary of a story, drama, or poem or is able to provide a more complex summary with teacher support</p> <p>1-The student is unable to or rarely able to provide a summary.</p>
<p><b>Informational Text</b></p>	<p><b>November Expectations</b></p>
<p>Explain important relationships between people, events, and ideas in a text using specific details from the text.  RI5.3</p>	<p>4- The student can explain important relationships in complex texts between people, events, and ideas in a text using specific details from the text.</p> <p><b>3-The student can explain important relationships between people, events, and ideas in a text using specific details from the text.</b></p> <p>2-The student can sometimes explain important relationships between people, events, and ideas in a text using specific details from the text.</p>

	<p>1-The student is unable to or rarely able to explain important relationships between people, events, and ideas in a text using specific details from the text.</p>
<p>Determine two or more main ideas of a text, recounts the key details and explains how they support the main idea.</p> <p>RI5.2</p>	<p>4-The student can determine two or more main ideas of a complex text, recounts the key details and explains how they support the main idea.</p> <p><b>3-The student can determine two or more main ideas of a text, recounts the key details and explains how they support the main idea.</b></p> <p>2-The student can sometimes determine two or more main ideas of a text, recounts the key details and explains how they support the main idea.</p> <p>1-The student is unable to or rarely able to determine two or more main ideas of a text, recounts the key details and explains how they support the main idea.</p>
<b>ELA-WRITING</b>	
<b>Production and Distribution</b>	<b>November Expectations</b>
<p>Produces clear and coherent writing in which the development and organization are appropriate to the task, purpose and audience</p> <p>W5.4</p>	<p>4-The student uses purposeful organization. The development and organization are appropriate to the task, purpose and audience.</p> <p><b>3-The student exhibits clear organization. The development and organization are appropriate to the task, purpose and audience.</b></p> <p>2-The student attempts to use organization with teacher support. The development and organization are sometimes appropriate to the task, purpose and audience.</p> <p>1-The student exhibits little attempt at organization, or attempts to organize are irrelevant to the task.</p>
<p>Strengthens writing by planning, revising, editing and rewriting</p> <p>W5.5</p>	<p>4-The student is independently able to develop and strengthen writing by planning revising, editing (grammar, capitalization, spelling, complete sentences, and punctuation), and rewriting applying suggestions from peer and adult conferencing.</p> <p><b>3-The student is able to develop and strengthen writing by planning</b></p>

	<p><b>revising, editing for grammar, capitalization, spelling, complete sentences, and punctuation, and rewriting with guidance and support from peers and adults.</b></p> <p>2-The student is sometimes able to develop and strengthen writing by planning revising, editing for grammar, capitalization, spelling, complete sentences, and punctuation, and rewriting with guidance and support from peers and adults.</p> <p>1-The student is unable to or rarely able to develop and strengthen writing by planning revising, editing (grammar, capitalization, spelling, complete sentences, and punctuation), and rewriting with guidance and support from peers and adults.</p>
<b>Research to Build Knowledge</b>	<b>November Expectations</b>
<p>Conducts research by analyzing multiple accounts of the same topic. W5.7</p>	<p>4- The student is able to independently conduct research using several sources that build knowledge through investigation of different aspects of a topic.</p> <ul style="list-style-type: none"> <li>• Takes notes</li> <li>• Summarize and paraphrase</li> <li>• Uses evidence from multiple sources to support written analysis</li> </ul> <p><b>3-The student is able to conduct research using several sources that build knowledge through investigation of different aspects of a topic.</b></p> <ul style="list-style-type: none"> <li>• <b>Takes notes</b></li> <li>• <b>Summarize and paraphrase</b></li> <li>• <b>Uses evidence from multiple sources to support written analysis</b></li> </ul> <p>2-The student is sometimes able to conduct research using two sources that build knowledge through investigation of different aspects of a topic with teacher support.</p> <ul style="list-style-type: none"> <li>• Takes notes</li> <li>• Summarize and paraphrase</li> <li>• Uses evidence from multiple sources to support written analysis</li> </ul> <p>1-The student is unable to or rarely able to conduct research using sources that build knowledge through investigation of different aspects of a topic.</p>
<b>Language</b>	<b>November Expectations</b>
<p>Demonstrates a command of the grade-level conventions of standard English grammar, capitalization, punctuation and spelling.</p>	<p>4-The student is able to demonstrate automaticity of grade-level conventions of standard English grammar, capitalization and punctuation to effectively communicate ideas through speaking or writing. (see 3 for expanded list)</p>

<p>L5.1 L5.2</p>	<p><b>3-The student is able to demonstrate a command of grade-level conventions of standard English grammar, capitalization and punctuation to effectively communicate ideas through speaking or writing.</b></p> <ul style="list-style-type: none"> <li>• <b>conjunctions, prepositions, interjections</b></li> <li>• <b>verb tenses</b></li> <li>• <b>capitalization</b></li> <li>• <b>punctuation</b></li> <li>• <b>spelling</b></li> </ul> <p>2-The student is sometimes able to demonstrate a command of grade-level conventions of standard English grammar, capitalization and punctuation to effectively communicate ideas through speaking or writing with teacher support. (See 3 for expanded list)</p> <p>1-The student is unable to or rarely able to demonstrate a command of grade-level conventions of standard English grammar, capitalization and punctuation to effectively communicate ideas through speaking or writing. (See 3 for expanded list)</p>
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## **ELA-Listening & Speaking**

<p><b>Comprehension and Collaboration</b></p>	<p><b>November Expectations</b></p>
<p>Effectively engages in small and whole group discussions (comes prepared, asks questions, responds and elaborates on others remarks)</p> <p>SL5.1 SL5.3</p>	<p>4-The student engages effectively in a range of collaborative discussions (one on one, in groups, and teacher led) building on others ideas and expressing their own ideas clearly. Student takes initiative to be a group leader/facilitator to encourage others to participate in the discussion.</p> <p><b>3-The student engages effectively in a range of collaborative discussions (one on one, in groups, and teacher led) building on others ideas and expressing their own ideas clearly.</b></p> <p>2-The student sometimes engages in a range of collaborative discussions (one on one, in groups, and teacher led) building on others ideas and expressing their own ideas clearly with teacher support.</p> <p>1-The student rarely engages in a range of collaborative discussions (one on one, in groups, and teacher led) building on others ideas and expressing their own ideas clearly.</p>
<p><b>Presentation of Knowledge and ideas</b></p>	<p><b>November Expectations</b></p>
<p>Presents information with appropriate evidence and relevant details.</p> <p>SL5.4</p>	<p>4-The student has achieved grade level expectations (see 3) and draws conclusions based on ideas of others and incorporates them into their own thinking.</p>

**3-The student consistently reports on a topic or text or presents information sequencing ideas logically and using appropriate facts to support main ideas or themes.**

2-The student attempts to report on a topic or text sequencing ideas logically and using appropriate facts to support main ideas or themes.

1-The student rarely reports on a topic or text sequencing ideas logically and using appropriate facts to support main ideas or themes.