

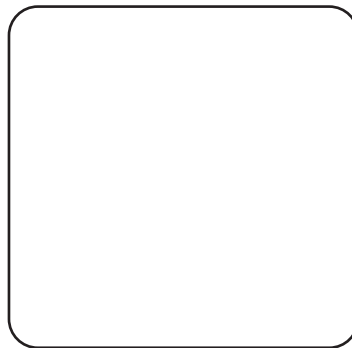


Understanding your child's **REPORT CARD**

For fifth grade



- Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the first trimester
- Learning habit indicators with descriptions



Trimester 1

Prepared by the
Anoka-Hennepin Schools
Curriculum Department

TIPS

Understanding Your Child's Report Card

The goal of the report card is to provide meaningful information that families can use to team with teachers to support their children's learning.

- 1.** The report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from kindergarten through grade 12.
- 2.** Anoka Hennepin School District has written report card "indicators" that represent specific skills and or knowledge students must acquire for each reporting period. A "benchmark" measures the level of learning each child should achieve for each indicator.
- 3.** Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.
- 4.** Academic measures are as follows:
 - 4 - Exceeds standards
 - 3 - Meets district benchmark
 - 2 - Approaching district benchmark
 - 1 - Below district benchmark
- 5.** A grade of "3" is really good! The Minnesota Academic Standards represent a high level of learning so a grade of 3 represents a great accomplishment for a child.
- 6.** Included in this booklet are descriptions of what your child should be able to do to meet each expectations. This also tells you which trimester it will be graded.

For example:
Report Card Indicator: Tells Time
Indicator Description:
⇒ Tells time to the quarter-hour
⇒ Distinguishes between a.m. and p.m.
- 7.** Your child will get marks for "learning habits". These include such things as "demonstrates on-task behaviors" and "demonstrates organizational skills." These marks will be:
 - + Consistently
 - +/- Sometimes
 - Rarely
- 8.** Learning habits are important because good habits help your child learn!
- 9.** The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

ACADEMIC MEASURES

4 - EXCEEDS STANDARD

Exceeds grade level expectations. The student consistently demonstrates the skill and/or understands concepts at a level exceeding expectations.

A "4" indicates the student has advanced understanding of the academic skills represented by this indicator. The student engages in further inquiry and extends learning. A "4" is difficult to obtain.

3 - MEETS DISTRICT BENCHMARK

Meets expectations for this reporting period. The student demonstrates the skill and/or understands concepts at a level that meets expectations for this reporting period.

A "3" indicates the student has proficient understanding.

We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

2 - APPROACHING DISTRICT BENCHMARK

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is partially proficient.

A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW DISTRICT BENCHMARK

Does not meet expectations for this reporting period. The student seldom demonstrates the skill and/or understands concepts for this reporting period.

A "1" indicates the student has minimal understanding and that performance is inconsistent even with guidance and support.

NG - NO GRADE

Progress on these indicators is not reported this trimester.

What Should My Child Be Able to Do to Meet Expectations

(THESE DESCRIPTIONS REPRESENT A 3 FOR TRIMESTER 1)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Reads grade-level text accurately and fluently to support comprehension

- ⇒ Reads with expression and variation in tone
- ⇒ Reads with accuracy and phrasing
- ⇒ Reads with a proper rate

LITERATURE AND INFORMATIONAL

LITERATURE and INFORMATIONAL= Students must independently read and respond to a broad range of genres and topics at Grade 5 text complexity

Quotes accurately to explain text and make inferences

- ⇒ Finds text evidence to answer
- ⇒ Finds evidence in text, illustrations and captions to make inferences



WRITING

Writes to communicate effectively: opinion, informational and narrative

Genre Writing

Personal Narrative

- ⇒ Focuses on one event from the writer's life
- ⇒ Tells the story from the first-person point of view
- ⇒ Expresses the writer's thoughts and feelings
- ⇒ Develops the experience by using dialogue and description
- ⇒ Begins with an interesting lead and ends with a sense of closure

Explanatory Essay

- ⇒ Introduces a topic and develops ideas related to the topic
- ⇒ Includes facts, definitions, quotations, and details to support and develop ideas
- ⇒ Groups related facts, definitions, and details into paragraphs
- ⇒ Uses precise language and content words
- ⇒ Uses linking words to connect ideas
- ⇒ Provides a conclusion that relates to the topic

Only marked during trimester1 or trimester 2
(as determined by building)

Uses the writing process to develop and strengthen writing

- ⇒ Uses the writing process with guidance and support from peers and adults to develop and strengthen writing:
 - Prewrite
 - Draft
 - Revise
 - Proofread
 - Edit and Publish
 - Evaluate

Conducts short research; uses evidence from text to support writing

Creates projects:

- ⇒ Writes a newspaper article
- ⇒ Creates a television segment
- ⇒ Creates a slideshow
- ⇒ Conducts a debate
- ⇒ Makes a persuasive presentation

Research

- ⇒ Sets research goals
- ⇒ Identifies sources
- ⇒ Finds and records information
- ⇒ Organizes information
- ⇒ Synthesize and presents

Maintains keyboarding skills

Only marked during one trimester
(as determined by building)

- ⇒ Applies proper posture, correct fingering technique and accuracy to produce and publish writing
- ⇒ Masters the keyboard well enough to type a minimum of **two** pages in a single sitting

LANGUAGE

Uses grammar and punctuation in writing and speaking; learns and applies spelling strategies to written work

- ⇒ Writes complete sentences: 4 sentence types
- ⇒ Demonstrates mechanics and usage (comma, semicolons, ending punctuation capitalization, inflectional endings, appositives)
- ⇒ Uses plurals in writing
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (Spelling and high-frequency words)
- ⇒ Spells untaught words phonetically

Demonstrates strategies to understand or clarify the meaning of new words, figurative language, and word relationships

Clarifies meanings of unknown words

- ⇒ Uses context clues to understand the meaning of a word or phrase
- ⇒ Recognizes and explains the meaning of idioms using clues with the text
- ⇒ Uses clues within the text to understand the meaning of homophones
- ⇒ Uses Greek roots to figure out the meaning of unknown words
- ⇒ Interprets similes, and metaphors in context

SPEAKING, LISTENING AND VIEWING

Participates in discussions within a group effectively

Speaking Strategies

- ⇒ Takes on discussion roles: questioner, recorder, monitor
- ⇒ Asks and answer questions

- Clarifies ideas or comments
- Waits to give others a chance think before responding
- Answers questions thoughtfully and with complete ideas
- ⇒ Adds new ideas
 - Stays on topic
 - Connects personal idea
 - Connects personal experiences or prior knowledge
- ⇒ Takes turns talking
 - Waits for a person to finish before speaking
 - Raises hand for turn
 - Asks others in group to share their opinion

Listening Strategies

- ⇒ Listens carefully
 - Looks at the person speaking
 - Respects others by not interrupting
 - Repeats peer's ideas to check for understanding
- ⇒ Be open to all ideas
 - Understands that all ideas are important so respect
 - Asks questions if something is
 - Offers opinions even if they are different

Presents information and ideas effectively

Presentation

- ⇒ Displays visual aids
- ⇒ Looks at the audience
- ⇒ Speaks at an understandable pace, loud enough so everyone can hear
- ⇒ Varies rate and tone of voice to signal turning points
- ⇒ Uses gestures
- ⇒ Uses facial expression to convey emotions

****A "4" is not reported for this indicator.***



MATHEMATICS

NUMBER AND OPERATION

Estimates and solves real-world and mathematical problems involving whole numbers

- ⇒ Knows a variety of symbols used to represent division
- ⇒ Divides a 4-digit whole number by a 2-digit whole number using a variety of strategies
- ⇒ When dividing, knows when a remainder is expressed as a fraction, decimal, mixed number or whole number based on the situation
- ⇒ Uses rounding and place-value knowledge to make a reasonable estimate of the answer
- ⇒ Able to solve addition, subtraction, multiplication and division problems using a variety of strategies

Estimates and solves real-world and mathematical problems involving fractions and decimals

- ⇒ Adds and subtracts fractions and decimals using a variety of strategies including concrete models or drawings
- ⇒ Estimates, adds and subtracts fractions and mixed numbers with unlike denominators
- ⇒ Solves real world problems requiring addition and subtraction of fractions and mixed numbers

ALGEBRA

Uses properties and order of operations to solve problems

- ⇒ Evaluates numerical expressions that contain parentheses
- ⇒ Uses the properties (*Commutative, Associative, Distributive*) to generate equivalent expressions



Represents, solves and/or simplifies real-world expressions, equations and inequalities

- ⇒ Creates and represents real world situations using equations and inequalities involving variables
- ⇒ Solves and evaluates equations involving variables, when values for the variables are given

GEOMETRY AND MEASUREMENT

Determines volume of 3D shapes

- ⇒ Finds the volume of objects shaped like rectangular prisms
- ⇒ Measure the volume of a solid figure by counting the number of cubic units that fill it, with no gaps or overlaps
- ⇒ Develops and uses the formulas
 - $V=Bh$ (*volume = Base(length x width) x height*) and
 - $V=lwh$ (*volume = length x width x height*)

SOCIAL STUDIES

Ancient American Civilizations

- ⇒ Explains the construct of an era; interprets the connections between three or more events in an era depicted on a timeline or flow chart
- ⇒ Poses questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions
- ⇒ Describes complex urban societies that existed in Mesoamerica and North America before 1500 (*before European Contact*)
- ⇒ Explains a historical event from multiple perspectives
- ⇒ Analyzes multiple causes and outcomes of a historical event
- ⇒ Identifies various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries

European Contact

Note: Instruction begins Trimester 1 but will not be reported until the unit is complete in Trimester 2

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- ⇒ Analyzes multiple causes and outcomes of a historical event
- ⇒ Identifies various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries

SCIENCE

Physical Science

- ⇒ Learners will conduct an investigation to determine whether the mixing of two or more substances results in new substances
- ⇒ Students will evaluate appropriate methods and tools to identify materials based on their properties
- ⇒ Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved
- ⇒ Students will develop a model to describe that matter is made of particles too small to be seen

HEALTH

Understands concepts and topics

Note: Instruction will occur throughout the year and will be reported on in Trimester 3

- ⇒ Knows how to express emotions in a healthy way by:
 - Demonstrating an understanding of individual differences
 - Knowing and using conflict resolution skills
- ⇒ Understands age appropriate personal safety strategies such as:
 - Bus safety
 - Fire safety
 - Playground safety
 - Personal safety
 - Bike safety
 - Societal violence and prevention strategies
- ⇒ Understands the changes that occur in the human body

ART

Understands and demonstrates a variety of art styles using the elements and principles

- ⇒ Knows the elements and principles of art
- ⇒ Knows styles of art have identifying characteristics
- ⇒ Demonstrates the use of elements and principles of art in created artwork



MUSIC

Note: Indicators will not be marked until enough data has been gathered to make a designation of progress toward the standard

Sings with accurate pitch

- ⇒ Sings melodies with known solfège extended (*diatonic scale*) while maintaining correct vocal technique

Plays/improvises on instruments

- ⇒ Plays melodies while maintaining a steady beat
- ⇒ Plays rhythmic/melodic patterns
- ⇒ Uses proper playing technique

Reads notation/demonstrates concepts

- ⇒ Interprets known and new rhythmic and melodic symbols into sound
- ⇒ Creates using the elements of music
- ⇒ Describes the elements of music while listening to a variety of music

PHYSICAL EDUCATION

Understands concepts

- ⇒ Understands how to increase heart health
- ⇒ Identifies activities that change heart rate
- ⇒ Demonstrates knowledge of rules, safety practices and procedures of specific activities

Skill Performance

Note: not all the skills listed below will be part of the skill performance indicator in Trimester 1

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, striking and other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games, large group activities*)



Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
Demonstrates on-task behaviors	<ul style="list-style-type: none"> ⇒ Follows classroom routines ⇒ Listens and follows directions ⇒ Maintains focus during independent work and group activities
Demonstrates organizational skills	<ul style="list-style-type: none"> ⇒ Comes prepared with belongings and has materials ready for class ⇒ Keeps materials organized
Makes responsible choices	<ul style="list-style-type: none"> ⇒ Follows school & classroom rules ⇒ Demonstrates self-control during a variety of situations
Works well with others	<ul style="list-style-type: none"> ⇒ Respectful with words and actions ⇒ Listens when others are speaking ⇒ Actively participates in a group ⇒ Resolves conflict respectfully ⇒ Cooperates with others
Makes responsible choices (K-3 Science)	<ul style="list-style-type: none"> ⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively
Makes responsible choices (Art)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task, and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules ⇒ Works cooperatively with others
Makes responsible choices (Music)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules
Makes responsible choices (PE)	<ul style="list-style-type: none"> ⇒ Comes prepared for class (tennis shoes) ⇒ Meets class expectations ⇒ Engages in activities with effort ⇒ Respectful personal and social behaviors ⇒ Cooperates
<p>LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely</p>	