

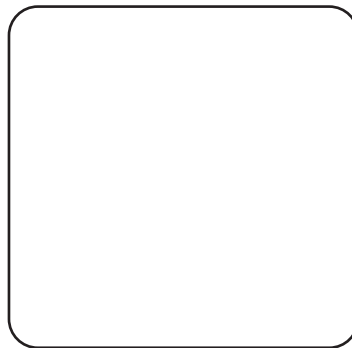


Understanding your child's **REPORT CARD**

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 second trimester
- Learning habit indicators with descriptions



Trimester 2

Prepared for 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 2)

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 & INFORMATIONAL

Note: 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

- ⇒ Rereads to find/cite evidence to answer questions
- ⇒ Rereads to find/cite text evidence to infer
- ⇒ Uses details from text to make predictions, check predictions, and summarize
- ⇒ Uses details in the text, finds evidence in text, illustrations and captions to make inferences

Determines theme in literature text or two or more main ideas supported by details; summarize the text

- ⇒ Identifies key details to determine theme
- ⇒ Uses details/cites evidence from text to summarize
- ⇒ Finds connections between the photograph and text to summarize

Compares and Contrasts characters, events, settings, or explains relationships between individuals, events, ideas, and concepts based on text evidence

- ⇒ Explains relationships between people, events, or settings events in text (*cause-and-effect, sequencing, problem and solution relationship*)
- ⇒ Identifies important events to how they are connected to events that happened earlier

WRITING

Writes to communicate effectively: opinion, informational, narrative

Genre Writing
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)

Genre Writing
Opinion Essay

- ⇒ Clearly states the writer's opinion about a topic
- ⇒ Supports writer's opinion with clear reasons and relevant evidence, including facts and details
- ⇒ Organizes reasons and evidence in logical order
- ⇒ Uses linking words to connect ideas
- ⇒ Provides a conclusion that asks readers to take action

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:

- ⇒ Informative Performance Task – Inquiry Space
- ⇒ Opinion Performance Task – Inquiry Space

Research:

- Analyze the Task
- Evaluate Sources
- Take Notes
- Write an Outline and Draft
- Revise and Edit
- Publish and Present

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

- ⇒ Uses prepositional phrases
- ⇒ Uses verbs
 - present tense
 - main and helping
 - linking
 - irregular
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (*Spelling and high-frequency words*)
- ⇒ Uses contractions
- ⇒ Spell untaught words phonetically

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

Clarify meanings of unknown words

- ⇒ Uses/find sentence clues
- ⇒ Uses context clues to understand the meaning of unknown words
- ⇒ Uses Greek and Latin affixes and roots as clues to the meaning of words
- ⇒ Uses synonyms, antonyms, and homographs to understand the meaning of words
- ⇒ Use surrounding words and sentences to clarify adages and proverbs

SPEAKING, LISTENING AND VIEWING

Participates in discussions within a group effectively

Speaking Strategies

- ⇒ Being open to all ideas
- ⇒ Asks questions if something is unclear
- ⇒ Respects the opinions of others
- ⇒ Offers opinions even if they are different from other's
- ⇒ Takes on discussion roles: questioner, recorder, monitor
- ⇒ Asks and answers questions
 - Clarifies ideas or comments
 - Waits to give others a chance
 - 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

- ⇒ Looks at the person who is speaking
- ⇒ Respects others by not interrupting them
- ⇒ Repeats peer's ideas to check understanding

Presents information and ideas effectively

Presentation

- ⇒ Displays visual aids
- ⇒ Looks at the audience
- ⇒ Speaks clearly and slowly using appropriate tone and expression
- ⇒ Speaks loudly enough so everyone can hear you
- ⇒ Emphasizes important points in their argument
- ⇒ States opinion with supporting evidence
- ⇒ Uses transition words to logically connect evidence with claims (example: consequently, and therefore)
- ⇒ Includes persuasive concluding statement
- ⇒ Uses appropriate gestures

MATHEMATICS

NUMBER AND OPERATION

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

- ⇒ Divides a 4-digit whole number by a 2-digit whole number using a variety of strategies
- ⇒ Knows a variety of symbols used to represent division
- ⇒ 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

Reads, writes and represents decimals

- ⇒ Reads and writes numbers from the millions to the millionths place
- ⇒ Finds the number that is 0.1, 0.01 and 0.001 more or less than a number

Orders, compares, rounds and converts fractions and decimals

- ⇒ Compares pairs of decimals to the millionths, based on an understanding of what the digit in each place represents
- ⇒ Compares and orders fractions and decimals on a number line
- ⇒ Rounds numbers to the nearest tenth, hundredth and thousandth

⇒ Knows common fraction and decimal equivalents (e.g. 0.25 is $\frac{1}{4}$)

⇒ Generates equivalent fractions

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 rules and graphing of ordered pairs to describe patterns of change

⇒ Analyzes a table to determine the rule

⇒ Creates a rule from a pattern and represents it in more than one way

⇒ Graphs and identifies ordered pairs on a coordinate grid

DATA ANALYSIS

Determines mean, median and range

⇒ Finds the mean, median and range of a set of data

⇒ Understands that mean is a “leveling out” of data

Displays and Interprets data

⇒ Creates and analyses double-bar graphs, line graphs, and spreadsheets

⇒ Interprets data with a variety of scales using frequency tables, bar graphs, picture graphs, and number line plots

⇒ Works with data involving fractions or decimals

SOCIAL STUDIES

European Contact

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

- ⇒ 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

Colonization

- ⇒ Creates and uses various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the TODALS map basics as well as points, lines and colored areas to display spatial information
- ⇒ Locates and identifies the physical and human characteristics of places in the North American colonies
- ⇒ Explains how geographic factors affected land use in the North American colonies
- ⇒ Describes the interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange, identify the consequences of those interactions on the three groups (*Colonization and Settlement: 1585-1763*)
- ⇒ Identifies the role of Europeans and West Africans in the development of the Atlantic slave trade (*Colonization and Settlement: 1585-1763*)
- ⇒ Compares and contracts life within the English, French and Spanish colonies in North America (*Colonization and Settlement: 1585-1763*)

- ⇒ Describes ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identifies
- ⇒ Describes the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution

American Revolution

Note: Instruction begins Trimester 2, but will not be reported until the unit is complete in Trimester 3

- ⇒ Identifies a public problem in the school or community, analyze this issue from multiple perspectives and create an action plan to address it
- ⇒ Explains a historical event from multiple perspectives
- ⇒ Analyzes multiple causes and outcomes of a historical event
- ⇒ Compares and contrasts the impact of the American Revolution on different groups within the 13 colonies that made up the new United States
- ⇒ Identifies major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution (*Revolution and a New Nation: 1754-1800*)
- ⇒ Identifies the major events of the American Revolution culminating in the creation of a new and independent nation (*Revolution and a New Nation: 1754-1800*)
- ⇒ Describes the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights

- ⇒ Identifies taxes and fees collected and services provided by governments during colonial times; compare these to the taxes and fees collected and services provided by the government today
- ⇒ Identifies historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture

SCIENCE

Life Science

- ⇒ Students develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
- ⇒ Learners will explore food chains and food webs and demonstrate an understanding of how matter flows through a food web

Earth Science

- ⇒ Students will develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact
- ⇒ Learners describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- ⇒ Students will obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment



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 the attributes of the Anoka-Hennepin Education for Character Plan
- ⇒ Understands age appropriate personal safety strategies such as:



Bus safety

- Playground safety
 - Bike safety
 - Fire safety
 - Personal 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

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

Sings with accurate pitch

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

PHYSICAL EDUCATION

Understands concepts

- ⇒ Determines how personal fitness scores impact their health
- ⇒ Demonstrates knowledge of rules, safety practices and procedures of specific activities

Skill Performance

Note: Not all the skills listed below will be marked in Trimester 2

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, striking, other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games, large group activities, rhythms/dance and spatial awareness*)
- ⇒ Demonstrates non locomotor skills (*may include pushing, pulling and climbing*)



Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
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

LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely