

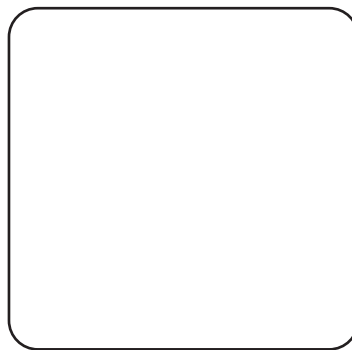


Understanding your child's **REPORT CARD**

For fifth grade



- Top 10 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 3

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 3)

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

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

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

Informational Article

- ⇒ Shares information about a current topic, such as a scientific advancement or a new law
- ⇒ Includes a lead that grabs readers' attention
- ⇒ Includes facts, definitions, quotations, and details to support and develop ideas
- ⇒ Groups related facts, definitions, and details into paragraphs
- ⇒ Uses linking words to connect ideas
- ⇒ Includes a conclusion that gives readers something to think about

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 a project from the list below:

⇒ Narrative Performance Task – Inquiry Space

Research:

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

Research and Inquiry

- Creates a multimedia presentation
- Creates a formal presentation
- Creates a slide show
- Conducts a mock interview
- Presents a persuasive speech

Research:

- Sets research goals
- Identifies sources
- Finds and records information
- Organizes research
- Synthesizes 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

- ⇒ Demonstrates mechanics and usage (commas, semicolons, ending punctuation, capitalization, inflectional endings, appositives)
- ⇒ Spell untaught words phonetically
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (Spelling and high-frequency words)



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

Clarify meanings of unknown words

- ⇒ Identifies definition of unknown words or restatement of the word or phrase
- ⇒ Determines meaning of words using similes and metaphors
- ⇒ Uses context clues to understand the meaning of unknown words
- ⇒ Use surrounding words and sentences to clarify idioms
- ⇒ Uses Greek and Latin affixes and roots as clues to the meaning of words unknown



SPEAKING, LISTENING AND VIEWING

Participates in discussions within a group effectively

Speaking Strategies

- ⇒ Take on discussion roles: questioner, recorder, monitor
- ⇒ Ask and answer questions
 - Clarify ideas or comments
 - Wait to give others a chance
- ⇒ Stay on topic
- ⇒ Connect their own ideas or personal experiences to the conversation

Listening Strategies

- ⇒ Look at the person who is speaking
- ⇒ Respect others by not interrupting them
- ⇒ Repeat peer's ideas to check understanding

Presents information and ideas effectively

Speaking Strategies

- ⇒ 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 ideas and story events
- ⇒ Emphasizes important points
- ⇒ Uses appropriate gestures

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 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

GEOMETRY AND MEASUREMENT

Determines area of 2D shapes and surface area of 3D shapes

- ⇒ Finds the area of triangles and parallelograms
- ⇒ Finds the surface area of objects shaped like rectangular prisms

Describes and classifies 3D figures and nets

- ⇒ Knows the basic 3D shapes and vocabulary
- ⇒ Describes and classifies 3D shapes by their properties: faces, edges, and vertices

Determines volume of 3D shapes

- ⇒ Determines area of 2D shapes and surface area of 3D shapes
 - Finds the area of triangles and parallelograms
 - Finds the surface area of objects shaped like rectangular prisms
- ⇒ Finds the volume of objects shaped like rectangular prisms
- ⇒ Measures 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

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

Formation of Government

- ⇒ Describes the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution
- ⇒ Describes the major issues that were debated at the Constitutional Convention
- ⇒ Explains how law limits the powers of government and the governed, protects individual rights and promotes the general welfare
- ⇒ Simulates a historic event to show how civic engagement (*voting, civil discourse about controversial issues and civic action*) improves and sustains a democratic society, supports the general welfare and protects the rights of individuals
- ⇒ Identifies a public problem in the school or community, analyze this issue from multiple perspectives and create an action plan to address it
- ⇒ Describes how governmental power is limited through the principles of federalism, the separation of powers and checks and balances
- ⇒ Explains specific protections that the Bill of Rights provides to individuals and the importance of these ten amendments to the ratification of the United States Constitution
- ⇒ Explains the primary functions of the three branches of government and how the leaders of each branch are selected as established in the United States Constitution
- ⇒ Applies a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice
- ⇒ Describes various uses of income and discuss advantages and disadvantages of each

SCIENCE

Earth Science

- ⇒ Students will support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth
- ⇒ Learners will represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky

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
 - 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

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

- ⇒ Identifies healthy food choices
- ⇒ Identifies and compares whole foods and processed foods
- ⇒ Explains why variety is important to physical fitness
- ⇒ Explains how one can improve personal fitness
- ⇒ Demonstrates knowledge of rules, safety practices and procedures for specific activities

Skill Performance

Note: Not all the skills listed below will be marked in Trimester 3

- ⇒ 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, rhythms/dance and spatial awareness*)



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

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