



# Report Card - Grade 5

|                 |                        |
|-----------------|------------------------|
| <b>Student:</b> | <b>Grade 5 Student</b> |
| <b>ID:</b>      | 490721                 |
| <b>School:</b>  | Messenger              |
| <b>Course:</b>  | Fifth Grade            |
| <b>Teacher:</b> | Samantha Messier       |

| Attendance           |    |   |   |
|----------------------|----|---|---|
| Trimester:           | 1  | 2 | 3 |
| <b>Days Present:</b> | 44 | 0 | 0 |
| <b>Days Absent:</b>  | 0  | 0 | 0 |
| <b>Days Tardy:</b>   | 0  | 0 | 0 |

| Student Progress    |  |      |             |
|---------------------|--|------|-------------|
| E                   | G  | S    | N           |
| Excellent           | Good   | Some | No Progress |
| <b>L</b>            | Alternative Language Arts                                  |      |             |
| <b>* (asterisk)</b> | Modified/Alternative Grade Level of Standard or Curriculum |      |             |

| Academic Performance Levels for Content Standards |                                    |                                 |                        |                                   |
|---|------------------------------------|---------------------------------|------------------------|-----------------------------------|
| 4   | 3                                  | 2                               | 1                      | (blank)                           |
| Advanced Achievement of Standard                  | Proficient Achievement of Standard | Partial Achievement of Standard | Does Not Meet Standard | Not Addressed This Grading Period |

| Standards  | Trimester |          |          |
|--|-----------|----------|----------|
| <b>LANGUAGE ARTS</b>   | <b>1</b>  | <b>2</b> | <b>3</b> |
| <b>Trimester Progress</b>  |           |          |          |
| <b>READING</b>   | <b>1</b>  | <b>2</b> | <b>3</b> |
| Reads fluently, at an appropriate rate, and varies expression to match interpretation of text                |           |          |          |
| Uses word recognition strategies to predict, check and self-correct when reading                             |           |          |          |
| Uses a range of strategies efficiently to comprehend and interpret text                                      |           |          |          |
| Responds to a variety of text using details and/or facts   |           |          |          |
| Examines the development of plot, character and conflict in literature                                       |           |          |          |
| Uses knowledge of literary techniques and terminology to interpret literature                                |           |          |          |
| <b>Meets End of Year Grade Level Reading Standards</b>   |           |          |          |
| <b>WRITING</b>   | <b>1</b>  | <b>2</b> | <b>3</b> |
| Plans and organizes writing to construct an effective message based on audience, form and purpose of writing |           |          |          |
| Focuses writing with clear and specific details to support main ideas  |           |          |          |
| Uses stylistic elements such as voice, word choice and sentence fluency to enhance the message               |           |          |          |
| Revises writing by continuously rereading and making changes while drafting to clarify meaning               |           |          |          |
| Writes, proofreads, and edits for capitalization, punctuation, and sentence structure                        |           |          |          |
| Publishes and shares legible, visually-pleasing documents  |           |          |          |
| Connects knowledge of spelling rules and language patterns to written work                                   |           |          |          |
| Spells grade level high frequency words  |           |          |          |
| <b>Meets End of Year Grade Level Writing Standards</b>   |           |          |          |
| <b>LISTENING AND SPEAKING</b>  | <b>1</b>  | <b>2</b> | <b>3</b> |
| Listens to the point of view of others and draws conclusion  |           |          |          |
| Shares personal views respectfully and recognizes bias and stereotypes                                       |           |          |          |
| <b>Meets End of Year Grade Level Listening &amp; Speaking Standards</b>                                      |           |          |          |

| RESEARCH   | 1 | 2 | 3 |
|--|---|---|---|
| Applies research skills to generate questions, finds specific information, and utilizes text features to read and take notes |   |   |   |
| Presents research information coherently   |   |   |   |
| <b>Meets End of Year Grade Level Research Standards</b>  |   |   |   |

| Standards  | Trimester |          |          |
|--|-----------|----------|----------|
| <b>MATHEMATICS</b>   | <b>1</b>  | <b>2</b> | <b>3</b> |
| <b>Trimester Progress</b>  |           |          |          |
| - NUMBER AND OPERATIONS -<br>Estimates and solves addition and subtraction problems with fractions, decimals and percents (e.g., equivalence, comparing, ordering)   |           |          |          |
| - NUMBER AND OPERATIONS -<br>Selects and applies appropriate operations to solve problems and calculates fluently with multiplication and division of whole numbers (e.g., remainders, properties, volume, estimation)                                 |           |          |          |
| - DATA ANALYSIS AND PROBABILITY -<br>Formulates questions, collects data, selects and uses appropriate graphical representations in order to interpret data, and make inferences and predictions (e.g., graphs, tables, patterns, mode, median, range) |           |          |          |
| - GEOMETRY AND MEASUREMENT -<br>Analyzes geometric concepts, properties and relationships (e.g., solids, polygons, angles, transformations)  |           |          |          |
| - MATHEMATICAL PROCESSES -<br>Uses the language of mathematics to express ideas precisely through reasoning, representations, and communication  |           |          |          |
| <b>Meets End of Year Grade Level Mathematics Standards</b>   |           |          |          |



|   |  |  |          |          |          |
|---|--|--|----------|----------|----------|
| <b>Teacher: Ellen Miller-Brown</b>  |  |  |          |          |          |
| <b>VISUAL ARTS</b>  |  |  | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>Trimester Progress</b>   |  |  |          |          |          |
| <b>Recognizes and uses the visual arts as a form of communication</b>   |  |  |          |          |          |
| Identifies how and why visual images, themes and ideas communicate  |  |  |          |          |          |
| Demonstrates how intended meaning is communicated in one's own work of art  |  |  |          |          |          |
| <b>Knows and applies elements of art, principles of design, and sensory and expressive features of visual arts</b>    |  |  |          |          |          |
| Identifies and uses the elements of art and principles of design to express ideas, emotions and experiences           |  |  |          |          |          |
| <b>Knows and applies visual arts materials, tools, techniques, processes and technology</b>                           |  |  |          |          |          |
| Evaluates the selection and use of materials, tools, techniques, processes and technologies for a variety of purposes |  |  |          |          |          |
| Uses materials, tools and equipment in a safe and responsible manner  |  |  |          |          |          |
| <b>Relates the visual arts to various historical and cultural traditions</b>  |  |  |          |          |          |
| Recognizes the contributions of artists to society, cultures and traditions   |  |  |          |          |          |
| Utilizes the characteristics of art from various cultures, times, and places in their own art work                    |  |  |          |          |          |
| <b>Analyzes and evaluates the characteristics, merits, and meanings of works of art</b>                               |  |  |          |          |          |
| Compares and contrasts various works of art through artistic analysis   |  |  |          |          |          |
| <b>Meets End of Year Grade Level Visual Arts Standards</b>  |  |  |          |          |          |
| <b>CHARACTERISTICS OF A NEW CENTURY LEARNER</b>   |  |  |          |          |          |
| + consistently    x usually    / sometimes    - seldom  |  |  |          |          |          |
| Active Listening: listens attentively/responds productively   |  |  |          |          |          |
| Participation: engages appropriately in classroom activities  |  |  |          |          |          |

|  |  |  |          |          |          |
|--|--|--|----------|----------|----------|
| <b>Teacher: Geoffrey Sandfort</b>  |  |  |          |          |          |
| <b>PHYSICAL EDUCATION</b>  |  |  | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>Trimester Progress</b>  |  |  |          |          |          |
| <b>Student demonstrates skills and applies concepts to perform a variety of physical activities</b>  |  |  |          |          |          |
| Creates a routine with classmates using learned motor skills and movement concepts.  |  |  |          |          |          |
| Demonstrates sports-specific skills (e.g., hand-dribble, foot dribble, ball-striking)  |  |  |          |          |          |
| Demonstrates offensive and defensive strategies in game situations (e.g., body position, shielding the ball, moving to open space)   |  |  |          |          |          |
| Demonstrates safe stretching techniques (e.g., warm-up prior to stretching, performing a variety of stretches)   |  |  |          |          |          |
| <b>Student demonstrates the components of health-related physical fitness</b>  |  |  |          |          |          |
| Identifies basic fitness components (muscular strength, muscular endurance, flexibility, cardiovascular endurance), fitness principles (frequency, intensity, time, type) and nutrition principles |  |  |          |          |          |
| <b>Student demonstrates knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle</b>  |  |  |          |          |          |
| Identifies and monitors the frequency, intensity, time, and type of physical activity with the use of technology (e.g., heart rate monitors, digital fitness journals/logs)                        |  |  |          |          |          |
| <b>Student demonstrates safe, responsible behavior in physical education settings</b>  |  |  |          |          |          |
| Exhibits consideration for and cooperation with classmates and teachers  |  |  |          |          |          |
| Works safely and productively during activity time   |  |  |          |          |          |
| <b>Meets End of Year Grade Level Physical Education Standards</b>  |  |  |          |          |          |

|  |  |  |          |          |          |
|--|--|--|----------|----------|----------|
| <b>Teacher: Jill Gartland</b>  |  |  |          |          |          |
| <b>MUSIC</b>   |  |  | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>Trimester Progress</b>  |  |  |          |          |          |
| <b>Sings alone and/or with others a varied repertoire of music</b>   |  |  |          |          |          |
| Sings in multi-part harmony  |  |  |          |          |          |
| <b>Performs on pitched and non-pitched classroom instruments, alone and or with others, a varied repertoire of music</b> |  |  |          |          |          |
| Plays instruments in multi-part harmony  |  |  |          |          |          |
| <b>Creates, improvises, and/or composes music</b>  |  |  |          |          |          |
| Creates a music piece following a structured form  |  |  |          |          |          |
| <b>Reads and notates music</b>   |  |  |          |          |          |
| Reads and writes music on the grand staff  |  |  |          |          |          |
| <b>Listens to, analyzes, describes and evaluates music and music performances</b>  |  |  |          |          |          |
| Listens to, identifies and analyzes multiple part music  |  |  |          |          |          |
| <b>Understands music in relation to history and culture</b>  |  |  |          |          |          |
| Understands music in a historical context  |  |  |          |          |          |
| <b>Meets End of Year Grade Level Music Standards</b>   |  |  |          |          |          |
| <b>CHARACTERISTICS OF A NEW CENTURY LEARNER</b>  |  |  |          |          |          |
| + consistently    x usually    / sometimes    - seldom   |  |  |          |          |          |
| Cooperation: works well with others toward a common goal   |  |  |          |          |          |
| Active Listening: listens attentively and responds productively  |  |  |          |          |          |
| Participation: engages appropriately in classroom activities   |  |  |          |          |          |

|                                       |  |
|---------------------------------------|--|
| <b>VISUAL ARTS Teacher's Comments</b> |  |
| <b>1st Trimester</b>                  |  |
| <b>2nd Trimester</b>                  |  |
| <b>3rd Trimester</b>                  |  |
| <b>PE Teacher's Comments</b>          |  |
| <b>1st Trimester</b>                  |  |
| <b>2nd Trimester</b>                  |  |
| <b>3rd Trimester</b>                  |  |
| <b>MUSIC Teacher's Comments</b>       |  |
| <b>1st Trimester</b>                  |  |
| <b>2nd Trimester</b>                  |  |
| <b>3rd Trimester</b>                  |  |

**Placement for 2010-11 - student will be assigned to the grade:**

|                              |                                 |                                   |
|------------------------------|---------------------------------|-----------------------------------|
| <input type="text"/><br>Date | <input type="text"/><br>Teacher | <input type="text"/><br>Principal |
|------------------------------|---------------------------------|-----------------------------------|