



# Central Point School District 6

## Fifth Grade Report Card

CENTRAL POINT SCHOOL DISTRICT 6

**Student:**  
**Address:**  
**City, State, Zip:**

**School:**  
**Address:**  
**City, State, Zip:**

Attendance			
	T1	T2	T3
<b>Absent</b>			
<b>Tardy</b>			

**School Year:**  
**Teacher:**

**Grade:**  
**Student ID:**

Key for Performance Levels		
4	Exceeds	Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. Exceeds the required performance.
3	<b>Proficient</b>	<b>Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period.</b>
2	Developing	Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.
1	Emerging	Student does not demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period. Student is performing significantly below grade level expectations.
✓	Assessed	<b>Taught and assessed during this reporting period.</b>

English/Language Arts Standards	T1	T2	T3
<b>Literature &amp; Informational Text: Key Ideas and Details (1-4 Performance Levels)</b>			
Quote accurately from a text when explaining what the text says and when drawing inferences			
Determine two or more main ideas of a text; Explain how they are supported by key details			
Determine a theme of a story, drama or poem from details in the text; Summarize the text			
Compare and contrast two or more characters, settings or events drawing on specific details from text			
Explain the interactions between 2 or more individuals, events, ideas or concepts in informational text			
<b>Literature &amp; Informational Text: Craft and Structure (1-4 Performance Levels)</b>			
Determine the meaning of figurative language, simile, metaphors, words and phrases as used in a text			
Explain how chapters, scenes or stanzas fit together; Understand influence of speaker's point of view			
Determine the meaning of general academic and domain-specific words or phrases in text			
Describe the overall structure of a text: chronology, comparison, cause/effect, problem/solution			
Analyze multiple accounts of the same event or topic, noting similarities and differences in point of view represented			
<b>Literature &amp; Informational Text: Integration of Knowledge and Ideas (1-4 Performance Levels)</b>			
Draw on information from multiple print or digital resources; Locate specific information effectively			
Integrate information from several texts in order to speak or write about a topic knowledgably			
Explain and identify how an author uses reasons and evidence to support particular points in text			
Compare and contrast stories in the same genre on their approaches to similar themes and topics			
<b>Literature &amp; Informational Text: Range of Reading &amp; Level of Text Complexity (1-4 Performance Levels)</b>			
Read and comprehend grade level literature and informational texts independently and proficiently			
<b>Foundational Skills (1-4 Performance Levels)</b>			
Know and apply grade-level phonics and word analysis skills in decoding words			
Use knowledge of letter-sound correspondence, syllabication, and morphology to accurately read unfamiliar words			
Read grade level text, prose and poetry with accuracy, rate and fluency to support comprehension with purpose			
Use context to confirm or self-correct word recognition and understanding; Reread as necessary			
<b>Writing Standards (1-4 Performance Levels)</b>			
Write opinion pieces on topics or texts; Introduce topic; Support a point of view; Provide related concluding statement			
Write informative/explanatory texts; Introduce topic; Convey and link ideas; Provide related concluding statement			
Write narratives about real or imagined experiences; Introduce situation/character; Use dialogue; Provide conclusion			
Produce clear and coherent writing with appropriate development and organization using transitional or connecting words			
With guidance, develop and strengthen writing as needed by planning, revising and editing			
With support, use technology to produce and publish writing; Type a minimum of two pages in a sitting			
Conduct research projects, recall and/or gather relevant information, takes notes and list sources			
Write routinely over both extended timeframes and shorter timeframes for a range of tasks			
<b>Speaking and Listening Standards (1-4 Performance Levels)</b>			
Engage effectively in a range of collaborative discussions; Build on others' ideas; Express ideas clearly			
Come to discussions prepared; Draw on that preparation to explore ideas under discussion			
Report on a topic or text to present an opinion; Speak clearly at an understandable pace			
Use multimedia components and visual displays; Use formal English when appropriate to situation			

<b>Language Standards (1-4 Performance Levels)</b>			
Explain function of conjunctions, prepositions and interjections; use correlative conjunctions (either/or, neither/nor)			
Recognize and use the perfect verb tenses, verb tense to convey various times, sequences, states and conditions			
Use punctuation to separate items in a series, including introduction; to set off words, question, direct address			
Spell grade-appropriate words correctly, consulting references as needed			
Expand, combine and reduce sentences for meaning, reader/listener interest, and style			
Determine or clarify meaning of words/ phrases by using a variety of strategies(i.e. Greek and Latin affixes and roots)			
Interpret figurative language, similes/metaphors, common idioms, proverbs, antonyms/synonyms/homographs			

<b>Mathematics Standards</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Operations and Algebraic Thinking (1-4 Performance Levels)</b>			
Write, interpret and evaluate expressions that record calculations; Correctly use parentheses, brackets and braces			
Generate two numerical patterns using two given rules			
Identify apparent relationships between corresponding terms; form ordered pairs from the two patterns; graph pairs			
<b>Numbers and Operations in Base Ten (1-4 Performance Levels)</b>			
Recognize that a digit in one place represents ten times what it represents in the place to its right; one-tenth to the left			
Explain patterns in the number of zeros in the product when multiplying a number by powers of 10			
Explain patterns in the placement of the decimal point when multiplying or dividing by powers of 10			
Use whole-numbers exponents; Read, write and compare decimals to thousandths; round decimals to any place			
Fluently multiply multi-digit whole numbers; Perform operations with whole numbers and decimals			
Find whole-number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors			
Add, subtract, multiply and divide decimals to the hundredths relating models to written method			
<b>Numbers and Operations-Fractions (1-4 Performance Levels)</b>			
Add and subtract fractions, including mixed numbers, with unlike denominators; use equivalent fractions as a strategy			
Interpret a fraction as division of the numerator by the denominator ( $a/b = a$ divided by $b$ )			
Apply/extend understandings of multiplication to multiply a fraction or whole number by a fraction			
Interpret multiplication as scaling (resizing)			
Solve real world problems using multiplication of fractions and mixed numbers			
Divide unit fractions by whole numbers and whole numbers by unit fractions			
<b>Measurement and Data (1-4 Performance Levels)</b>			
Convert like and different sized measurement units within a given system; use conversions to solve multi-step problems			
Represent and interpret data by making a line plot to display a data set using fractions of a unit			
Recognize volume as an additive and attribute of solid figures and understand concepts of volume measurement			
Measure volume by counting unit cubes, using cubic cm, cubic in, cubic ft and improvised units			
Relate volume to the operations of multiplication and addition; Solve problems involving volume			
Find the volume of a right rectangular prism by packing it with unit cubes; Apply the formulas $V = l \times w \times h$ and $V = b \times h$			
<b>Geometry (1-4 Performance Levels)</b>			
Graph points on the coordinate plane to solve real-world and mathematical problems			
Understand and use the following terms: axes, axis, coordinate system, origin, coordinates			
Represent problems by graphing points in the first quadrant of the coordinate plane			
Classify 2-dimensional figures into categories within a hierarchy based on their properties			

<b>Subject Areas/ Social Skills</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Social Studies (1-4 Performance Levels)</b>			
Demonstrate understanding of Social Studies concepts			
<b>Science (1-4 Performance Levels)</b>			
Demonstrate understanding of Science concepts			
<b>Social Skills and Work Habits (E) Exceeds, (M) Meets, (D) Does not meet</b>			
Show enthusiasm for learning (Responsible)			
Demonstrate appropriate self-control (Safe)			
Interact well with peers and adults (Respectful) (Safe)			
Respect others (Respect)			
Stay on task (Responsible)			
Completes assignments (homework and classwork) (Responsible)			

Comments:

Date: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_