

Fifth Grade Standards Based Report Card 2005-2006

The State of Illinois requires students receive instruction and master learning standards for each grade level. Springfield Public Schools will communicate progress of students at your child's school by using a standards based report card. This type of report card communicates a clear message to parents about what their child knows, what s/he is able to do, and what needs to be mastered in relation to the standards. Achievement and effort are reported separately. Every report card statement will not have an assessment each quarter.

A standards based report card uses numerical levels to indicate performance of the grade levels for each quarter. An explanation of these markings is explained below:

Advanced (4) - The student **consistently** meets and **at times** exceeds (more depth/extension with grade level work and/or performing at a higher grade level) the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **advanced (4)**.

Proficient (3) - The student **consistently** meets the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **proficient (3)**.

Basic (2) - The student is **beginning to**, and **occasionally does**, meet the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **basic (2)**.

Novice (1) - The student is **not meeting** the standard as it is described by the *Body of Knowledge* for this grade level. The student's work is comparable to the *student models* and *rubrics* that are labeled **novice (1)**.

Explanation of Report Card Statements

Every child is an individual who grows and develops at his/her own rate. Children in the same grade may differ widely from others in their group. There are however, expectations for students to have mastered by the end of the year. This pamphlet reflects expectations in each curriculum area. The **bold print** statements reflect the statements on the report card. The ● statements provide further explanation and examples of each report card statement. Each quarter the skills that are taught are assessed and reported to parents. Some statements will not have assessment scores each quarter.

When school and home work together as partners, our children will have the best opportunity to learn and succeed in school. To that end, we ask that you familiarize yourself with these standard expectations.

LANGUAGE ARTS

Uses knowledge of words to comprehend selections.

- Uses word analysis skills to read age-appropriate text.
- Uses vocabulary skills to read and understand age-appropriate text.

Reads fluently.

- Reads age-appropriate materials with attention to rate, expression, accuracy, and phrasing.

Uses comprehension strategies.

- Uses reading strategies before, during, and after reading.
- Reads independently for 30-40 minutes daily.

Understands how authors use literary elements and techniques in literature.

- Understands how authors use elements and techniques in literature.
- Reads and interprets a variety of literary genres.

Uses correct spelling, grammar, punctuation, and capitalization.

- Writes legible letter formation.
- Uses correct spelling, grammar, punctuation, and capitalization.

Uses writing to communicate ideas.

- Writes to maintain focus.
- Writes to maintain support/elaboration.
- Writes to maintain organization.
- Writes for a variety of purposes and audiences.

Listens effectively.

- Listens for a variety of purposes.

Speaks effectively.

- Speaks for a variety of purposes.

Uses language skills to acquire and communicate information.

- Locates and organizes information to answer questions and solve problems.
- Analyzes and evaluates information acquired.
- Communicates acquired information, concepts, and ideas.

MATH

Uses knowledge of numbers and applies computation strategies.

- Extends counting patterns to larger numbers up to 100,000,000 using an understanding of the base ten number system.
- Estimates whether a whole number is closer to 10, 100, 1,000, 10,000, 100,000, or 1 million; and a fraction is closer to 0, 1/2, or 1.
- Uses pictures, objects, words, and symbols to show whole numbers to 100,000,000; fractions, including mixed and improper; and decimals to ten-thousandths.
- Compares and orders whole numbers to 1 million; decimals to thousandths; and fractions through twelfths, including a combination of fraction and decimal numbers.
- Estimates and uses efficient addition, subtraction, multiplication, and division strategies to solve whole number multi-digit problems, including real world problems.
- Estimates and uses addition/subtraction/multiplication strategies to solve fraction problems and decimals through hundredths, including real world problems.

Uses measurement tools and applies measurement strategies.

- Selects and uses customary units and tools to estimate and measure time, length, capacity, area, perimeter, volume, angles; and metric units and tools to measure length, capacity, and weight.
- Converts measurements within the customary system (time, length, weight/mass, capacity, including compound units); and within the metric system (length, weight, and capacity).
- Uses measurement strategies to solve time, perimeter, area, volume, capacity, weight/mass, angle, and scale drawing problems.

Uses number patterns and applies strategies to represent problems.

- Identifies, describes, and extends numeric and geometric patterns and records a numerical expression.
- Uses objects, pictures, tables, graphs, words, and symbols to represent and analyze relationships in whole number, fraction, and decimal problems.

Uses knowledge of geometric figures and explains similarities and differences.

- Represents/describes locations of points; characteristics of 2-/3-dimensional figures, including characteristics of regular/non-regular figures.
- Classifies and compares the relationships among and between 2-/3-dimensional figures, including regular and non-regular figures.
- Uses characteristics of 2- and 3-dimensional figures, including regular/irregular figures to draw conclusions.

Uses strategies to collect, organize, explain data and solves probability problems.

- Collects and organizes data using a variety of graphs; analyzes data using mode, range, median, mean; and makes predictions based on data.
- Lists, describes, and makes predictions about the results of a 2-event probability problem (e.g., two dice).

SCIENCE

Applies the processes of scientific inquiry and uses scientific data accurately.

- Generates an inquiry hypothesis and conducts scientific investigation.
- Collects data and organizes through investigations.
- Analyzes data to produce reasonable explanations.
- Communicates analysis and conclusions from investigation.
- Identifies an innovative technological design or design problem and proposes possible solutions.
- Constructs the design.
- Tests the prototype using appropriate tools, techniques, and quantitative measurements.
- Analyzes the data.
- Communicates design findings.

Understands the principles of life, physical, and earth/space science.

- Explores patterns of change and stability at the micro- and macroscopic levels of organisms.
- Examines nature of inheritance in structural and functional features of organisms.
- Examines the nature of learned behavior or responses in all organisms.
- Examines organisms by their energy relationships in their environments.
- Applies technological designs to explore energy.
- Applies technological inquiries to distinguish the properties of matter.
- Analyzes actions and reactions.
- Identifies and explains global topographic features.
- Examines long-term global, national, and local renewable and nonrenewable resource supplies.
- Explains properties and composition of the Earth.
- Explains planetary, interplanetary, and stellar characteristics and cycles.

Uses the relationships among science, technology, and society in historical and contemporary context.

- Demonstrates ways to avoid injury when conducting science activities; and uses and applies principles of safety.
- Knows and applies scientific habits of mind.
- Explains how technology is used in science for a variety of purposes.
- Describes how society has been affected by technological innovations.
- Describes ways that science and technology influenced lives and careers in society.
- Analyzes how specific personal and societal choices that humans make affect local, regional, and global ecosystems.

SOCIAL STUDIES

Understands political systems with an emphasis on the U.S.

- Identifies the historical documents on which the U.S. was founded.
- Identifies the three branches of government and their responsibilities; and explains the system of checks and balances.
- Explains ways that general public opinion, individuals, and groups (e.g., special interest groups, formal parties, and organizations) influence and shape public policy.
- Understands the development of U.S. political ideas and traditions.

Understands how economic systems operate.

- Explains how economic systems decide what goods and services are produced and who consumes them.
- Understands patterns of work and economic activities in the U.S.
- Explains why people and countries voluntarily exchange goods and services.
- Explains the triangle trade route and its influences on the U.S. economy.

Understands local, state, and U.S. history.

- Writes questions and researches answers about special individuals from eras of U.S. history drawing information from a variety of traditional and electronic resources.
- Makes inferences about historical events and eras using historical maps and other sources.
- Describes and places in chronological order major events in the development of the U.S.
- Understands that time lines show when events took place in the past and how much time has passed between events.
- Describes how slavery and indentured servitude influenced the early economy of the U.S.
- Explains how individuals contributed to economic change through ideas, inventions, and entrepreneurship.
- Describes significant economic events that influenced history.
- Describes the various individual motives for settling in colonial America.
- Describes the ways in which participation in the westward movement affected families and communities.
- Describes the influence of key individuals in the historical eras of Illinois and the U.S.

Understands geography and its effect on society.

- Uses maps and other geographic representations and instruments to gather information about people, places, and environments.
- Describes how natural events in the physical environment affect human activities.
- Explains the geographic factors that influence patterns of settlement and the distribution of population in the U.S., past and present.
- Explains how human activity affects the environment.
- Identifies different settlement patterns in U.S. and relates them to physical features and resources.
- Describes how physical characteristics of places influence peoples' perceptions.

HEALTH**Knows what to do to stay healthy.**

- Recognizes basic symptoms of and prevention strategies for common illnesses and disease.
- Recognizes responsible safety practices.

Identifies body systems and how they function.

- Identifies basic body systems and their functions.

Makes healthy decisions.

- Demonstrates positive verbal and nonverbal communication skills.
- Describes key elements of a decision-making process.
- Describes skills essential to enhancing health and avoiding dangerous situations.

PHYSICAL EDUCATION**Uses skills needed to engage in physical activity.**

- Demonstrates proper movement skills during physical activity.
- Applies movement concepts while engaged in physical activities.
- Knows and applies rules and safety procedures during physical activities.

Maintains a level of physical fitness.

- Demonstrates sustained participation in a variety of activities.

- Demonstrates fitness through a variety of exercises and activities.
- Describes the benefits of maintaining a health-enhancing level of fitness.
- Sets a personal health-related fitness goal.

Develops cooperation and sportsmanship by working with others.

- Follows directions and accepts responsibility for one's actions.
- Demonstrates cooperation and sportsmanship by accepting responsibility for one's actions in group physical activities.

Participates and applies effort in class.**VISUAL ARTS****Knows the language of the visual arts.**

- Understands that color and value can be used to achieve spatial relationships.
- Understands the use of pattern, rhythm, and movement in a visual composition.
- Identifies 2-D, 3-D, and low relief space, implied or real.
- Identifies emphasis created through distortion or exaggeration.
- Describes the similarities and differences between two works of art that express the same idea (e.g. two of Monet's Wheatstacks).

Understands how works of visual art are produced through creating and performing.

- Identifies tools and processes to create 2-D and 3-D works of art.
- Creates 2-D and 3-D works of art.

Recognizes and identifies the function of visual arts in everyday life, past and present.

- Describes similarities and differences in styles, periods, subject matter, and function of artwork from the past societies and present day life.

Participates and applies effort in class.**MUSIC****Knows the language of music.**

- Identifies forms of selected music (e.g., AB, ABA, theme, and variation) and ensemble types (solo, duet, trio, quartet).
- Discriminates between short, long, like phrases and their endings; major and minor tonality; meters in 2 and 3; and mood in selected music.
- Describes the similarities and differences between two works of music that express the same idea (e.g., a jazz version and a traditional version of a familiar folk song).

Understands how works of music are produced through creating and performing.

- Discriminates among ensemble tone colors (e.g., soprano, alto, tenor, bass, instrument families).
- Interprets rhythmic notation, meter signatures (2, 3, and 4), melodic contour, musical symbols, tempo, and dynamic markings.
- Names notes on treble clef; defines ledger lines.
- Conducts in various meters.
- Sings selected songs with expression.
- Adds harmony to songs (e.g., ostinato, round, counter melodies, descant, partner songs).

Recognizes and identifies the function of music in everyday life, past and present.

- Identifies different musical styles (e.g., patriotic, folk, and songs from other countries).
- Describes the distinctive roles of musicians and audience members (e.g., relationship of audience to performers in a symphony concert).
- Relates facts about selected composers (e.g., Hayden, Bizet, Bach, Beethoven, Bernstein).

Participates and applies effort in class.

Springfield Public School District 186 



**Fifth Grade
Standards-Based Report Card
Parent Explanation Brochure**