

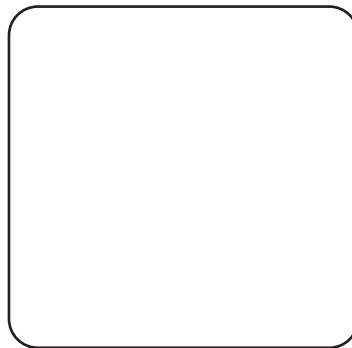


# Understanding your child's **REPORT CARD**

## 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 first trimester
- Learning habit indicators with descriptions



Trimester 1

Prepared 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 1)

## 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

LITERATURE = 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 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, illustrations and captions to infer



## INFORMATIONAL

INFORMATIONAL = Students must independently read and respond to a broad range of genres and topics at Grade 5 text complexity

***Quotes from text to explain reasons that support a claim and draw inferences***

- ⇒ Rereads to find evidence to answer questions
- ⇒ Uses text evidence to infer (*details, key words*)
- ⇒ Asks and answers questions about text to check understanding
- ⇒ Uses text evidence to make and confirm predict
- ⇒ Uses text evidence to find causes and effects of text
- ⇒ Asks question before, during, and after to understand text
- ⇒ Cites text evidence/uses illustrations to answer questions

***Explains relationships between individuals, events, ideas, and concepts based on text evidence***

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

## **WRITING**

***Writes to communicate effectively:  
opinion, informational and narrative***

Genre Writing

Personal Narrative

- ⇒ Focuses on one event from the writer's life
- ⇒ Tells the story from the first-person point of view
- ⇒ Expresses the writer's thoughts and feelings
- ⇒ Develops the experience by using dialogue and description
- ⇒ Begins with an interesting lead and ends with a sense of closure

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)

***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:

- ⇒ Writes a newspaper article
- ⇒ Creates a television segment
- ⇒ Creates a slideshow
- ⇒ Conducts a debate
- ⇒ Makes a persuasive presentation

Research

- ⇒ Sets research goals
- ⇒ Identifies sources
- ⇒ Finds and records information
- ⇒ Organizes information
- ⇒ Synthesize 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**

- ⇒ Writes complete sentence structure (*capital, punctuation, complete thought*)
- ⇒ Writes complete sentences with subject and predicate
- ⇒ Writes sentences with compound subject or predicate using coordinating conjunctions or correlative conjunctions
- ⇒ Uses commas
  - series
  - appositives
  - set off yes, no, thank you
  - before a conjunction (*and, but, or*)
  - follows a subordinating conjunction at beginning of sentence
- ⇒ Uses semicolons
- ⇒ Writes compound sentences using conjunctions
- ⇒ Separates a run-on sentence into two complete sentences
- ⇒ Writes complex sentences using coordinating conjunctions, subordinating conjunctions
- ⇒ Uses plurals in writing
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (*Spelling and high-frequency words*)
- ⇒ Spells untaught words phonetically

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

Clarifies meanings of unknown words

- ⇒ Uses context clues (*e.g. cause/effect relationships and comparisons*) to understand the meaning of a word or phrase
- ⇒ Uses reference materials (*e.g. dictionaries, glossaries, thesauruses*) to find the pronunciation and meaning of a word or phrase
- ⇒ Recognizes and explains the meaning of idioms
- ⇒ Uses synonyms, antonyms, and homographs to understand the meaning of words
- ⇒ Uses Greek and Latin affixes and roots as clues to the meaning of words
- ⇒ Interprets similes, metaphors and personification in context



## SPEAKING, LISTENING AND VIEWING

### *Participates in discussions within a group effectively*

#### Speaking Strategies

- ⇒ Takes on discussion roles: questioner, recorder, monitor
- ⇒ Asks and answer questions
  - Clarifies ideas or comments
  - Waits to give others a chance think before responding
  - Answers questions thoughtfully and with complete ideas
- ⇒ Adds new ideas
  - Stays on topic
  - Connects personal idea
  - Connects personal experiences or prior knowledge
- ⇒ 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

- ⇒ Listens carefully
  - Looks at the person speaking
  - Respects others by not interrupting
  - Repeats peer's ideas to check for understanding
- ⇒ Be open to all ideas
  - Understands that all ideas are important so respect
  - Asks questions if something is
  - Offers opinions even if they are different



### *Presents information and ideas effectively*

#### Presentation

- ⇒ Displays visual aids
- ⇒ Looks at the audience
- ⇒ Speaks at an understandable pace, loud enough so everyone can hear
- ⇒ Varies rate and tone of voice to signal turning points
- ⇒ Uses gestures
- ⇒ Uses facial expression to convey emotions

*\*A "4" is not reported for this indicator.*

# 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 and 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 properties and order of operations to solve problems***

- ⇒ Evaluates numerical expressions that contain parentheses
- ⇒ Uses the properties (*Commutative, Associative, Distributive*) to generate equivalent expressions
- ⇒ Matches a property to an equation that represents it

### ***Represents, solves and/or simplifies real-world expressions, equations and inequalities***

- ⇒ Given a variable, determines whether an equation or inequality is true or false
- ⇒ Creates and represents real world situations using equations and inequalities involving variables
- ⇒ Solves and evaluates equations involving variables, when values for the variables are given

## GEOMETRY AND MEASUREMENT

### ***Determines volume of 3D shapes***

- ⇒ Finds the volume of objects shaped like rectangular prisms
- ⇒ Measure 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*)

## DATA ANALYSIS

### ***Determines mean, median and range***

- ⇒ Finds the mean, median and range of a set of data
- ⇒ Understands that the mean is a “Leveling out” of data
- ⇒ Knows how to use a spreadsheet to find the mean, median and range

### ***Displays and interprets data***

- ⇒ Creates and analyzes double-bar graphs, line graphs and spreadsheets
- ⇒ Interprets data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales
- ⇒ Works with data involving fractions or decimals

\*A “4” is not reported for this indicator.



## SOCIAL STUDIES

### ***Ancient American Civilizations***

- ⇒ Explains the construct of an era; interprets the connections between three or more events in an era depicted on a timeline or flow chart
- ⇒ Poses questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions
- ⇒ Describes complex urban societies that existed in Mesoamerica and North America before 1500 (*before European Contact*)
- ⇒ 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

### ***European Contact***

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

## SCIENCE

### ***Environments***

- ⇒ Conducts controlled experiments with plants to determine range of tolerance
- ⇒ Determines an organism's most advantageous conditions and environmental preferences
- ⇒ Observes and describes changes in systems over time
- ⇒ Relates lab studies to natural systems
- ⇒ Uses the scientific process to conduct investigation, test a variable and build explanations
- ⇒ Sets up, observes and draws conclusions about terrestrial and aquatic environments
- ⇒ Identifies and explains how environmental factors affect terrestrial and aquatic systems
- ⇒ Organizes and analyzes data



## HEALTH

### ***Understands concepts and topics***

*Note: Instruction will occur throughout the year and not every concept will be reported Trimester 1*

- ⇒ 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
  - Fire safety
  - Playground safety
  - Personal safety
  - Bike 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**

- ⇒ Understands how to increase heart health
- ⇒ Identifies activities that change heart rate
- ⇒ Demonstrates knowledge of rules, safety practices and procedures of specific activities

### **Skill Performance**

*Note: not all the skills listed below will be part of the skill performance indicator in Trimester 1*

- ⇒ 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*)



# Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
<b>Applies Handwriting</b>	<ul style="list-style-type: none"> <li>⇒ Demonstrates learned skills</li> <li>⇒ Applies handwriting to daily work</li> <li>⇒ Writes legibly</li> </ul>
<b>Completes work</b>	<ul style="list-style-type: none"> <li>⇒ Completes classwork and homework on time</li> <li>⇒ Demonstrates effort and does best work</li> <li>⇒ Uses time effectively</li> </ul>
<b>Demonstrates on-task behaviors</b>	<ul style="list-style-type: none"> <li>⇒ Follows classroom routines</li> <li>⇒ Listens and follows directions</li> <li>⇒ Maintains focus during independent work and group activities</li> </ul>
<b>Demonstrates organizational skills</b>	<ul style="list-style-type: none"> <li>⇒ Comes prepared with belongings and has materials ready for class</li> <li>⇒ Keeps materials organized</li> </ul>
<b>Makes responsible choices</b>	<ul style="list-style-type: none"> <li>⇒ Follows school &amp; classroom rules</li> <li>⇒ Demonstrates self-control during a variety of situations</li> </ul>
<b>Works well with others</b>	<ul style="list-style-type: none"> <li>⇒ Respectful with words and actions</li> <li>⇒ Listens when others are speaking</li> <li>⇒ Actively participates in a group</li> <li>⇒ Resolves conflict respectfully</li> <li>⇒ Cooperates with others</li> </ul>
<b>Makes responsible choices (K-3 Science)</b>	<ul style="list-style-type: none"> <li>⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively</li> </ul>
<b>Makes responsible choices (Art)</b>	<ul style="list-style-type: none"> <li>⇒ Brings materials to class and completes required work</li> <li>⇒ Follows directions, stays on task, and tries willingly</li> <li>⇒ Treats people and property with respect</li> <li>⇒ Follows all classroom and school rules</li> <li>⇒ Works cooperatively with others</li> </ul>
<b>Makes responsible choices (Music)</b>	<ul style="list-style-type: none"> <li>⇒ Brings materials to class and completes required work</li> <li>⇒ Follows directions, stays on task and tries willingly</li> <li>⇒ Treats people and property with respect</li> <li>⇒ Follows all classroom and school rules</li> </ul>
<b>Makes responsible choices (PE)</b>	<ul style="list-style-type: none"> <li>⇒ Comes prepared for class (tennis shoes)</li> <li>⇒ Meets class expectations</li> <li>⇒ Engages in activities with effort</li> <li>⇒ Respectful personal and social behaviors</li> <li>⇒ Cooperates</li> </ul>

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