

Student: \_\_\_\_\_  
 Student ID: \_\_\_\_\_  
 Homeroom: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Generated on: \_\_\_\_\_

**Attendance Summary By Term:**

1		2		3		4		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
3	0	0	0	0	0	0	0	3	0

**Academic Performance Level for ES Specials & Life Skills**

Name	Satisfactory	Needs improvement	Not formally assessed or introduced during this grading period
Score	S	NI	*

**Academic Performance Level for Standards Rubric**

Name	Exceeding proficiency of the standard	Meeting proficiency of the standard	Developing proficiency of the standard	Beginning to demonstrate understanding of the standard	Not formally assessed or introduced during this grading period
Score	4	3	2	1	*

**Academic Performance Level for Elementary Letter Rubric**

Name	98-100	93-97	90-92	88-89	83-87	80-82	78-79	73-77	71-72	70	Below 70
Score	A+	A	A-	B+	B	B-	C+	C	C-	D	F

**ENGLISH LANGUAGE ARTS**

	Term			
	1	2	3	4
<b>9 WEEK</b>				
Grade				
<b>FIFTH GRADE</b>				
<b>READING FOUNDATIONAL</b>				
Applies phonics and word analysis skills				
Reads with sufficient accuracy and fluency				
<b>READING LITERARY</b>				
Draws on key ideas and details to analyze text				
Recognizes author's craft and text structure				
Integrates and uses knowledge and ideas				
Understands and reads grade level literature				
<b>READING INFORMATIONAL</b>				
Draws on key ideas and details to analyze text				
Recognizes author's craft and text structure				
Integrates and uses knowledge and ideas				
Understands and reads grade level informational text				
<b>WRITING</b>				
Writes with purpose: opinion				
Writes with purpose: informative/explanatory				
Writes with purpose: narrative				
Produces and publishes writing				
Conducts research to build and present knowledge				
<b>LANGUAGE</b>				
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.				
Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Uses knowledge of language and its conventions when writing, speaking, reading, or listening.				

**ENGLISH LANGUAGE ARTS**

	Term			
	1	2	3	4
Determines or clarifies the meaning of unknown and multiple-meaning words and phrases.				
Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.				
<b>SPEAKING &amp; LISTENING</b>				
Engages in collaborative conversations to build, clarify, and inquire				
Presents knowledge and ideas				

**MATHEMATICS**

	Term			
	1	2	3	4
<b>9 WEEK</b>				
Grade				
<b>FIFTH GRADE</b>				
<b>OPERATIONS AND ALGEBRAIC THINKING</b>				
Write and interpret numerical expressions.				
Analyze patterns and relationships.				
<b>NUMBERS AND OPERATIONS IN BASE TEN</b>				
Understand the place value system.				
Perform operations with multi-digit whole numbers and with decimals to hundredths.				
<b>NUMBERS AND OPERATIONS, FRACTIONS</b>				
Use equivalent fractions as a strategy to add and subtract fractions.				
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.				
<b>MEASUREMENT AND DATA</b>				
Convert like measurement units within a given measurement system.				

**MATHEMATICS**

	Term			
	1	2	3	4
Represent and interpret data.				
Geometric Measurement: understand concepts of volume and relate volume to multiplication and division.				
<b>GEOMETRY</b>				
Graph points on the coordinate plane to solve real-world and mathematical problems.				
Classify two-dimensional figures into categories based on their properties.				

**SCIENCE**

	Term			
	1	2	3	4
<b>9 WEEK</b>				
Grade				
<b>FIFTH GRADE</b>				
<b>EARTH AND SPACE SCIENCE</b>				
Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.				
<b>PHYSICAL SCIENCE</b>				
Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.				
Obtain, evaluate, and communicate information to investigate electricity.				
Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.				
<b>LIFE SCIENCE</b>				
Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.				
Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.				
Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.				
Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.				

**SOCIAL STUDIES**

	Term			
	1	2	3	4
<b>9 WEEK</b>				
Grade				
<b>FIFTH GRADE</b>				
<b>HISTORICAL UNDERSTANDINGS</b>				
Describe how life changed in America at the turn of the century.				
Describe U.S. involvement in World War I and post-World War I America.				
Explain how the Great Depression and New Deal affected the lives of millions of Americans.				
Explain America's involvement in World War II.				
Discuss the origins and consequences of the Cold War.				
Describe the importance of key people, events, and developments between 1950-1975.				
Trace important developments in America from 1975 to 2001.				
<b>GEOGRAPHIC UNDERSTANDINGS</b>				
Locate important places in the United States.				
Explain the reasons for the spatial patterns of economic activities.				
<b>CIVICS/GOVERNMENT UNDERSTANDINGS</b>				
Explain how a citizen's rights are protected under the U.S. Constitution.				
Explain the process by which amendments to the U.S. Constitution are made.				

**SOCIAL STUDIES**

	Term			
	1	2	3	4
Explain how amendments to the U. S. Constitution have maintained a representative democracy/ republic.				
<b>ECONOMIC UNDERSTANDINGS</b>				
Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.				
Describe the functions of four major sectors in the U. S. economy.				
Describe how consumers and producers interact in the U. S. economy.				
Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.				
<b>MAP AND GLOBE SKILLS</b>				
Use graphic scales to determine distances on a map.				
Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities.				
Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations.				
<b>INFORMATION PROCESSING SKILLS</b>				
Identify issues and/or problems and alternative solutions.				
Analyze artifacts.				
Analyze graphs and diagrams.				
Translate dates into centuries, era, or ages.				
Formulate appropriate research questions.				
Determine adequacy of information and/or relevancy of information.				
Check for consistency of information.				

**SPECIALS**

	Term			
	1	2	3	4
<b>ART</b>				
9 Week Grade (Art)				
Art Conduct				
<b>MUSIC</b>				
9 Week Grade (Music)				
Music Conduct				
<b>PHYSICAL EDUCATION</b>				
9 Week Grade (PE)				
Physical Education Conduct				

**LEARNING AND LIFE SKILLS**

	Term			
	1	2	3	4
Listens and follows directions and procedures				
Demonstrates focus and persistence to complete learning activities				
Works cooperatively with others				
Treats others with respect using kind words and actions				
Respects property, materials, and school environment				

**COMMENTS**

	Term			
	1	2	3	4
Schoolwork affected by frequent absences				
Schoolwork affected by frequent tardies and/or early checkouts				
Teacher Comments (9 Weeks)				