

Attendance Summary:

| T1 | | T2 | | T3 | | Total | |
|--------|-------|--------|-------|--------|-------|--------|-------|
| Absent | Tardy | Absent | Tardy | Absent | Tardy | Absent | Tardy |
| | | | | | | | |

Academic Performance Level for Fifth Grade Standards

| Name | No Grade/Not Assessed Yet | Not Yet | Approaching Benchmark | Meets Benchmark | Exceeds Benchmark |
|-------|---------------------------|---------|-----------------------|-----------------|-------------------|
| Score | NG | 1 | 2 | 3 | 4 |

*Comments: NG - Progress is not reported at this time.

Level 1 - A "1" indicates the student is at the earliest stage of learning for a particular benchmark. Because a Level 3 is the end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

Level 2 - A "2" indicates that the student's performance varies in consistency in regard to accuracy, quality, and level of support. Because a Level 3 is an end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

Level 3 - A "3" indicates the student has proficient understanding of the benchmark. This is the goal for each student by the end of the school year.

Level 4 - A "4" indicates the student has advanced understanding of the skill. Typically, a student that has achieved a Level 4 will demonstrate a deeper understanding of the benchmark.

| FIFTH GRADE PROGRESS REPORT | | | |
|--|------|---|---|
| | Term | | |
| | F | W | S |
| ENGLISH LANGUAGE ARTS | | | |
| READING: FOUNDATIONAL SKILLS | | | |
| I can read end-of-the-year grade level text accurately and fluently for purpose and understanding. | | | |
| READING: LITERATURE | | | |
| I can explain what an inference is, use the text to make an inference and quote evidence from the text to support my answer. | | | |
| I can summarize a text and identify a theme, including how the characters respond to challenges. | | | |
| I can compare and contrast two or more characters, settings, or events using specific details from the text. | | | |
| I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | | | |
| READING: INFORMATIONAL TEXT | | | |
| I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| I can determine two or more main ideas of a text, identify the key details and how they support the main idea(s) and summarize the text. | | | |
| I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | | | |
| I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | | |

| FIFTH GRADE PROGRESS REPORT | | | |
|---|------|---|---|
| | Term | | |
| | F | W | S |
| ENGLISH LANGUAGE ARTS CONTINUED | | | |
| WRITING | | | |
| I can write an opinion piece that introduces my topic, create an organizational structure in which ideas are logically grouped and ordered to support the writer's purpose, connect my opinions and reasons with linking words, and provide a conclusion that is related to the opinion presented. | | | |
| I can write an informative/explanatory text that introduces my topic, logically groups related information in paragraphs; develops the topic with facts, definitions, concrete details, and quotations; connects ideas within categories of information using linking words; use precise language and domain-specific vocabulary; and provides a conclusion related to the information presented. | | | |
| I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with concrete words and phrases, sensory details, and a natural sequence that includes: dialogue, description, and pacing; character reactions; and uses a variety of transitional words, phrases and clauses, and provides a logical conclusion. | | | |
| I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | | | |
| SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY | | | |
| I can summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | |

| HEALTH | | | |
|---|--|--|--|
| I can independently demonstrate clear knowledge and understanding of the concepts taught. | | | |

FIFTH GRADE PROGRESS REPORT

| FIFTH GRADE PROGRESS REPORT | | | |
|--|--|--|-------------|
| | | | Term |
| | | | F W S |
| LIBRARY & MEDIA | | | |
| DIGITAL CITIZEN | | | |
| I can be safe and act responsibly when using technology, identify the influences of digital media, and identify the consequences of my actions in the digital world. | | | |
| EMPOWERED READER | | | |
| I can apply my knowledge of the library catalog to select and locate books for personal enjoyment, interest, and academic tasks. | | | |
| INFORMATION SEEKER & KNOWLEDGE CONSTRUCTOR | | | |
| I can locate information from print and/or digital sources; take brief notes, sort evidence into categories, and provide a list of sources. | | | |
| CREATIVE COMMUNICATOR & INNOVATIVE DESIGNER | | | |
| I can choose from available digital tools to creatively communicate what I know and enrich my learning. | | | |

MATHEMATICS

| | | | |
|---|--|--|--|
| I can independently demonstrate clear knowledge and understanding of the concepts taught. | | | |
|---|--|--|--|

MUSIC

| | | | |
|---|--|--|--|
| CREATE: PRESENT | | | |
| I can explain and present my developed musical ideas. | | | |
| PERFORM: PRESENT | | | |
| I can perform music, alone or with others, with expression, technical accuracy, and interpretation. | | | |
| WORK HABITS | | | |
| I can make appropriate choices and follow music room expectations with limited guidance. | | | |

PHYSICAL EDUCATION

| | | | |
|---|--|--|--|
| JUMP ROPE | | | |
| I can demonstrate the ability to perform three self-chosen jump rope skills with a self-turned rope at least two consecutive times. | | | |
| PASSING AND RECEIVING WITH FEET AND HANDS WITH A LEADING PASS | | | |
| I can demonstrate passing and receiving (feet or hands) while slow to moderate jogging. | | | |
| OVERHEAD VOLLEY | | | |
| I can demonstrate volley overhead using three of the five critical elements. | | | |
| ENGAGEMENT AND BEHAVIOR | | | |
| I can actively engage in physical activity and work cooperatively with others. Including follow the rules in different activities and work safely with equipment and peers. | | | |

SCIENCE

| | | | |
|---|--|--|--|
| I can independently demonstrate clear knowledge and understanding of the concepts taught. | | | |
|---|--|--|--|

FIFTH GRADE PROGRESS REPORT

| FIFTH GRADE PROGRESS REPORT | | | |
|---|--|--|-------------|
| | | | Term |
| | | | F W S |
| SOCIAL AND EMOTIONAL DEVELOPMENT | | | |
| I can independently and consistently apply the skills and strategies taught. | | | |
| SOCIAL STUDIES | | | |
| I can independently demonstrate clear knowledge and understanding of the concepts taught. | | | |
| VISUAL ART | | | |
| CREATE | | | |
| I can independently organize and develop artistic ideas and work. | | | |
| CONNECT | | | |
| I can independently integrate knowledge and personal experiences to create art. | | | |
| REFLECT | | | |
| I can independently reflect on and refine personal artworks. | | | |

WORK HABITS

| | | | |
|--|--|--|--|
| TASK COMPLETION | | | |
| I can independently complete tasks in a timely fashion. | | | |
| COLLABORATION | | | |
| I can be a contributing member of a group. | | | |
| ORGANIZATION | | | |
| I can organize myself, materials, and space to be prepared for independent learning. | | | |

BAND - ELECTIVE

| | | | |
|---|--|--|--|
| MUSIC LITERACY | | | |
| I can identify and perform rhythmic values, notes on the staff, musical symbols, and vocabulary fluently at a steady pulse. | | | |
| PERFORMANCE TECHNIQUE | | | |
| I can perform with proper instrument-specific posture, technique, and pitch. | | | |
| I can produce a characteristic tone by tonguing and slurring (woodwinds/brass) or by use of rudiments (percussion). | | | |
| RESPONSIBILITY AND ACCOUNTABILITY | | | |
| I can be prompt and prepared with instrument, lesson/rehearsal materials, and weekly playing/written assignments. | | | |

ORCHESTRA - ELECTIVE

| | | | |
|--|--|--|--|
| MUSIC LITERACY | | | |
| I can identify and perform basic rhythmic combinations, string-specific musical symbols and vocabulary, and notes on the staff with fluency at a steady pulse. | | | |
| PERFORMANCE TECHNIQUE | | | |
| I can independently perform with proper instrument-specific posture and technique, and can listen and adjust for intonation. | | | |
| I can perform with a quality and characteristic tone alone or in an ensemble. | | | |
| RESPONSIBILITY AND ACCOUNTABILITY | | | |
| I can consistently come on time to lessons, rehearsals, and concerts with my instrument and materials, having completed my weekly assignments. | | | |