

Understanding your student's Progress Report



Tips for understanding your student's progress report

An outline of what your student should know and be able to do

2019-2020



**Prepared by Fifth Grade Teachers
Teaching and Learning Department**

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TOP 10 TIPS

Understanding Your Student's Progress Report

The goal of the progress report is to provide meaningful information that families can use to team with teachers to support their student's learning.

1.	The progress reports are based on the Early Childhood Indicators of Progress (ECIP's) & the Minnesota Academic Standards (K-12). The standards define what all Minnesota students should know and be able to do in every subject, from Pre-Kindergarten through grade 12.	6.	Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular benchmark during a marking period, there will be no grade on the progress report. Instead, NG (no grade) will appear in the box.
2.	The South Washington County School District has written progress report "Learning Targets" (I Can Statements) that represent specific skills and or knowledge students should acquire by the end of the school year . Knowing that the "Learning Targets" are end of year goals, SoWashCo has created a set of " Success Criteria " that breakdown the specific skills and or knowledge students should acquire into four levels of academic measures.	7.	While we hope that all students will achieve a 3 by the end of the school year, growth is our biggest priority. It represents a great accomplishment for our youngest learners to progress from a level 1 to a level 2 during the year. As teachers and parents work together over the school year, please help us to support a healthy culture of growth. Students at this age progress at different times and SoWashCo believes that a student who shows growth during the year is a reason to celebrate!
3.	The "Learning Targets" (I Can Statements) listed below, represent a level "3" on the " Success Criteria. "	8.	Your child will get scores for "Work Habits and Social & Emotional Developmental" growth as well. These marks will follow the same format as the indicators of progress or " Success Criteria " (4, 3, 2, 1 or NG).
4.	Indicators of progress or " Success Criteria " measures are as follows: 4 - Exceeds benchmark 3 - Meets benchmark 2 - Approaching benchmark 1 - Not Yet	9.	For the 2018-2019 school year, some of the subject areas do not have a full list of "I Can Statements." These statements will be added to the progress report in future years. The reason for this is to allow teachers, students, and families to learn to use the new grading system before full implementation in future years.
5.	Why have we revised the reporting process for elementary students? The new progress reports will provide greater detail for teachers and families regarding the growth of all learners in SoWashCo.	10.	During the year, we will gather feedback from families and teachers on the use of the progress report and it will be refined for the 2019-20 school year based on the feedback.

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SUCCESS CRITERIA

Indicators of Progress

4 - EXCEEDS BENCHMARK

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.

3 - MEETS BENCHMARK

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.

2 - APPROACHING BENCHMARK

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.

1 - NOT YET

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 1 or 2 throughout the year as they continue to grow as learners.

NG - NO GRADE

Progress on these indicators is not reported at this time. It is either not taught yet or not

assessed at this time.



What Should My Student Be Able to Do to Meet Expectations in English Language Arts?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

ENGLISH LANGUAGE ARTS

English language Arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through writing, speaking, facial expression, body language, and auditory and visual representations. We use language to learn, to question, to share feelings, to help others, to be part of civilization. The ability to use and understand language, both spoken and written, is critical to every aspect of students’ lives. Source - *Minnesota Department of Education, 2016*

Reading: Foundational Skills	Reading: Informational Text
<ul style="list-style-type: none">➤ I can read end-of-the year grade level text accurately and fluently for purpose and understanding.	<ul style="list-style-type: none">➤ 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.
Reading Literature	Writing
<ul style="list-style-type: none">➤ I can ask and answer questions to demonstrate understanding using evidence from the text.➤ 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.	<ul style="list-style-type: none">➤ 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 use correct capitalization, spelling, and punctuation in written communication.



Student Success Criteria

What does success look like for Fifth Grade English Language Arts?

ENGLISH LANGUAGE ARTS				
Benchmark	1	2	3	4
Reading: Foundational Skills				
I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.	I can read text accurately and fluently for purpose and understanding with teacher support.	I can read text accurately and fluently for purpose and understanding with teacher prompting.	I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.	I can independently read a variety of texts accurately and fluently for purpose and understanding applying strategies like: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
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 explain what an inference is, use the text to make an inference and quote evidence from the text to support my answer with teacher support.	I can explain what an inference is, use the text to make an inference and quote evidence from the text to support my answer with teacher prompting.	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 explain what an inference is, use the text to make an inference and quote evidence from the text to support my answer while integrating and applying multiple comprehension strategies such as: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
I can summarize a text and identify a theme, including how the characters respond to challenges.	I can identify a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how	I can identify a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a	I can summarize a text and identify a theme, including how the characters respond to challenges.	I can evaluate and justify how the theme contributes to the development of the story elements and character's actions and compare to additional themes and/or texts.

	the speaker in a poem reflects upon a topic; summarize the text <u>with teacher support.</u>	poem reflects upon a topic; summarize the text <u>with teacher prompting.</u>		
Benchmark	1	2	3	4
I can compare and contrast two or more characters, settings, or events using specific details from the text.	I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) <u>with teacher support.</u>	I can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) <u>with teacher prompting.</u>	I can compare and contrast two or more characters, settings, or events using specific details from the text.	I can explain the relationship between the characters, setting, and events in text in order to describe how it impacts the plot of the story or drama.
I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes; <u>with teacher support.</u>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes; <u>with teacher prompting.</u>	I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, or other and justify how they contribute to author's craft or purpose.
<i>Reading: Informational Text</i>				
I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text <u>with teacher support.</u>	I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text <u>with teacher prompting.</u>	I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text AND <ul style="list-style-type: none"> ● Explain how I utilized strategies to draw inferences. (e.g. analyzing text structure) ● Cite evidence from multiple sections in the text to support an inference.
I can determine two or more main ideas of a text, identify the key details and how they support the main	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	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 two or more main ideas of a text, identify the key details and how they support the main idea(s) and	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 while integrating and applying multiple comprehension

idea(s) and summarize the text.	text <u>with teacher support.</u>	<u>with teacher prompting.</u>	summarize the text.	strategies such as: <ul style="list-style-type: none"> • Predict • Connect • Infer • Analyze • Synthesize • Critique
Benchmark	1	2	3	4
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 determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area <u>with teacher support.</u>	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 <u>with teacher prompting.</u>	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 determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <u>AND:</u> <ul style="list-style-type: none"> • Explain how they utilized the strategies to determine meaning. • Apply the words across content areas.
<i>Writing</i>				
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 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 <u>with teacher support.</u>	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 <u>with teacher support on more than one element.</u>	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 opinion piece with a <u>convincing tone, deliberate word choices and with supporting evidence from both sides of an argument</u> to 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.

Benchmark	1	2	3	4
<p>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.</p>	<p>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 with teacher support.</p>	<p>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 with teacher support on more than one element.</p>	<p>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.</p>	<p>I can write an informative/explanatory text that introduces my topic with a teaching tone, deliberate word choices, logically groups related information in paragraphs; develops the topic with facts, definitions, concrete details, and quotations; organized in a sequence of sections and give credit for supporting evidence, 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.</p>
<p>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.</p>	<p>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 with teacher support.</p>	<p>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 with teacher support on more than one element.</p>	<p>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.</p>	<p>I can write narratives and other creative texts with a storytelling tone to develop real or imagined experiences with concrete words and phrases, sensory details, figurative language or symbolism, and a natural sequence that includes: dialogue, description, and pacing; internal and external character reactions; and use a variety of transitional words, phrases and clauses, and provides a logical conclusion.</p>
<p>I can use correct</p>	<p>I can use correct</p>	<p>I can use correct</p>	<p>I can use correct</p>	<p>I can use correct capitalization,</p>

capitalization, spelling, and punctuation in written communication.	capitalization, spelling, and punctuation in written communication with teacher support	capitalization, spelling, and punctuation in written communication with teacher prompting.	capitalization, spelling, and punctuation.	spelling, and advanced punctuation.
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What Should My Student Be Able to Do to Meet Expectations in Health?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

HEALTH

The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health. Health education improves the health status of individuals, families, communities, states, and the nation.

All school districts in Minnesota are required to identify standards, benchmarks, curriculum and assessments in health education. All students must receive instruction in health education K-8, or by district-determined grade bands. These standards establish, promote and support health-enhancing behaviors for students in all grade levels, K-12.

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of health. In future years, full “I Can Statements” will be added to the progress report.

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

Student Success Criteria

What does success look like for Fifth Grade Health?

HEALTH				
Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <u>with teacher support.</u>	I can demonstrate my knowledge and my understanding of the concepts <u>with teacher prompting.</u>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Library and Media?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

LIBRARY AND MEDIA

The standards identified in the Library/Media Skills category have been identified as priority standards by the Media Specialists in the South Washington County School District. The benchmarks listed below come from a combination of the English Language Arts benchmarks and the standards from the International Society for Technology Education (ISTE).

The ISTE standards include five sets of benchmarks that work in concert to support students, educators and leaders with clear guidelines for the skills, knowledge and approaches they need to succeed in the digital age.

<i>Digital Citizen</i>	<i>Information Seeker & Knowledge Constructor</i>
<ul style="list-style-type: none"> ➤ I can explain how to be safe and act responsibly. 	<ul style="list-style-type: none"> ➤ I can locate information from print and/or digital sources; sort evidence into categories, and provide a list of sources.
<i>Empowered Reader</i>	<i>Creative Communicator & Innovative Designer</i>
<ul style="list-style-type: none"> ➤ I can apply my knowledge of the library catalog to select and locate books for personal enjoyment, interest, and/or academic tasks. 	<ul style="list-style-type: none"> ➤ I can use available digital tools to creatively communicate what I know, enrich my learning, or apply those skills to my personal interests.



Student Success Criteria

What does success look like for Fifth Grade Library and Media?

LIBRARY AND MEDIA				
Benchmark	1	2	3	4
<i>Digital Citizen</i>				
I can explain how to be safe and act responsibly online.	I can explain how to be safe and act responsibly online with teacher support.	I can explain how to be safe and act responsibly online with teacher prompting.	I can explain how to be safe and act responsibly online.	I can explain how to be safe and act responsibly online and prevent unsafe use.
<i>Empowered Reader</i>				
I can apply my knowledge of the library catalog to select and locate books for personal enjoyment, interest, and/or academic tasks.	I can apply my knowledge of the library catalog to select and locate books for personal enjoyment, interest, and/or academic tasks with teacher support.	I can apply my knowledge of the library catalog to select and locate books for personal enjoyment, interest, and/or academic tasks with teacher prompting	I can apply my knowledge of the library catalog to select and locate books for personal enjoyment, interest, and/or academic tasks.	I can apply my knowledge of the library catalog to select and locate books for personal enjoyment, interest, and/or academic tasks and help others to locate books.
<i>Information Seeker & Knowledge Constructor</i>				
I can locate information from print and/or digital sources; sort evidence into categories, and provide a list of sources.	I can locate information from print and/or digital sources; sort evidence into categories, and provide a list of sources with teacher support.	I can locate information from print and/or digital sources; sort evidence into categories, and provide a list of sources with teacher prompting.	I can locate information from print and/or digital sources; sort evidence into categories, and provide a list of sources.	I can locate additional information, sort evidence into categories, and provide a list of sources or help others with the process.
<i>Creative Communicator & Innovative Designer</i>				
I can use digital tools to	I can use digital tools to creatively	I can use digital tools to creatively	I can use digital tools to creatively	I can use digital tools to creatively

creatively communicate what I know and enrich my learning.	communicate what I know and enrich my learning with teacher support.	communicate what I know and enrich my learning with teacher prompting.	communicate what I know and enrich my learning.	communicate what I know, enrich my learning, or apply those skills to my personal interests.
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What Should My Student Be Able to Do to Meet Expectations in Mathematics?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

MATHEMATICS

The Minnesota Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students in Minnesota. The standards are grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards and benchmarks describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are placed at the grade level where mastery is expected with the recognition that intentional experiences at earlier grades are required to facilitate learning and mastery for other grade levels. The Minnesota Academic Standards in Mathematics are organized by grade level into four content strands: 1) Number and Operation, 2) Algebra, 3) Geometry and Measurement, and 4) Data Analysis and Probability. (At K-2 benchmarks addressing Data Analysis and Probability are incorporated in the Number and Operations benchmarks) Source - *Minnesota Department of Education, 2007* Source - *Minnesota Department of Education, 2007*.

Number and Operation

- I can solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
- I can add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms.
- I can solve real-world and mathematical problems involving addition and subtraction of decimals, fractions and mixed numbers, including those involving measurement, geometry and data.



Student Success Criteria

What does success look like for Fifth Grade Mathematicians?

MATHEMATICS				
Benchmark	1	2	3	4
<i>Number and Operation</i>				
I can solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.	I can match an equation with a one step word problem.	I can solve a real-world or mathematical problem when the number sentence starter is provided to me (see example).	I can solve a real-world mathematical problem using all operations (addition, subtraction, multiplication, division).	I can create and solve a real-world mathematical problem using all operations.
I can add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms.	I can add and subtract fractions with like denominators.	I can add and subtract fractions and mixed numbers with like denominators.	I can add and subtract mixed numbers and fractions with like/unlike denominators.	I can add and subtract numbers given two numbers not in the same form (decimal and fraction).
	I can add and subtract decimals to the tenths place.	I can add and subtract decimals to the hundredths place.	I can add and subtract decimals including thousandths.	I can add and subtract decimals beyond thousandths.
I can solve real-world and mathematical problems involving addition and subtraction of	I can solve a real-world or mathematical problem involving decimals only.	I can solve a real-world or mathematical problem involving fractions or mixed	I can solve a real-world or mathematical problem involving addition and subtraction of decimals, fractions and mixed	I can write and solve a word problem involving fractions, mixed numbers and

decimals, fractions and mixed numbers, including those involving measurement, geometry and data.		numbers with like denominators only.	numbers.	decimals.
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What Should My Student Be Able to Do to Meet Expectations in Music?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

MUSIC	
<p>The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12.</p> <p>Music education involves the development of musical knowledge and skills as well as critical discrimination. When students are studying music, they work in the artistic processes of creating, performing and responding. Music education integrates cognitive, affective and psychomotor development. Music is recognized as a basic and unique way of knowing and also as a way of enhancing the development of other, related intelligences. The challenge for music education is to help students function more effectively in the broad world of music through interaction with a variety of music from all times and cultures.</p>	
<i>Create: Present</i>	<i>Perform: Present</i>
<ul style="list-style-type: none"> ➤ I can explain and present my developed musical ideas. 	<ul style="list-style-type: none"> ➤ I can perform music, alone or with others, with expression, technical accuracy, and interpretation.
<i>Work Habits</i>	
<ul style="list-style-type: none"> ➤ I can make appropriate choices and follow music room expectations with limited guidance 	



Student Success Criteria

What does success look like for Fifth Grade Music?

MUSIC				
Benchmark	1	2	3	4
<i>Create: Present</i>				
I can explain and present my developed musical ideas.	I can explain and present my developed musical ideas with guidance.	I can explain and present my developed musical ideas with limited guidance.	I can explain and present my developed musical ideas.	I can explain and present my developed musical ideas independently.
<i>Perform: Present</i>				
I can perform music, alone or with others, with expression, technical accuracy, and interpretation.	I can perform music, alone or with others, with expression, technical accuracy, and interpretation with guidance.	I can perform music, alone or with others, with expression, technical accuracy, and interpretation with limited guidance.	I can perform music, alone or with others, with expression, technical accuracy, and interpretation.	I can consistently perform music, alone or with others, with expression, technical accuracy, and interpretation.
<i>Work Habits</i>				
I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations with outside classroom support.	I can make appropriate choices and follow music room expectations with guidance.	I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations independently.



What Should My Student Be Able to Do to Meet Expectations in Physical Education?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

PHYSICAL EDUCATION	
<p>The goal of Health Education and Physical Education programs in Minnesota is to offer students educational opportunities that promote healthy, lifelong lifestyle decisions. Working together, parents, schools, and the state of Minnesota are making a real difference in the health and well being of our students.</p> <p>Minnesota has adopted the National Standards for Physical Education, which were developed by the National Association for Sport and Physical Education.</p>	
<i>Jump Rope</i>	<i>Overhead Volley</i>
<ul style="list-style-type: none"> ➤ I can demonstrate the ability to perform three self-chosen jump rope skills with a self-turned rope at least two consecutive times 	<ul style="list-style-type: none"> ➤ I can demonstrate volley overhead using three of the five critical elements: <ul style="list-style-type: none"> ○ Body aligned and positioned under the ball ○ Knees, arms and ankles bent in preparation for the volley ○ Hands rounded; thumbs and first fingers make triangle (without touching) in preparation ○ Ball contacts only the finger pads; wrists stay firm ○ Arms extended upward on contact; follow through slightly toward target
<i>Passing & Receiving with Feet and Hands with a Leading Pass</i>	<i>Engagement & Behavior</i>
<ul style="list-style-type: none"> ➤ I can demonstrate passing and receiving (feet or hands) while slow to moderate jogging. 	<ul style="list-style-type: none"> ➤ 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.



Student Success Criteria

What does success look like for Fifth Grade Physical Education?

PHYSICAL EDUCATION				
Benchmark	1	2	3	4
<i>Jump Rope</i>				
I can demonstrate the ability to perform three self-chosen jump rope skills with a self-turned rope at least two consecutive times	I am able to jump forward or backward less than three times using a self-turned rope.	I can demonstrate the ability to perform two self-chosen jump rope skills with a self turned rope at least two consecutive times.	I can demonstrate the ability to perform three self-chosen jump rope skills with a self-turned rope at least two consecutive times.	I can demonstrate the ability to perform four self-chosen jump rope skills with a self-turned rope at least two consecutive times.
<i>Overhead Volley</i>				
I can attempt volley overhead and the ball travels upward but not forward.	I can attempt to volley overhead but unable to send the ball upward.	I can attempt volley overhead and the ball travels upward but not forward.	I can attempt volley overhead and the ball travels upward but not forward. <ul style="list-style-type: none"> ● Body aligned and positioned under the ball ● Knees, arms and ankles bent in preparation for the volley ● Hands rounded; thumbs and first fingers make triangle (without touching) in preparation ● Ball contacts only the finger pads; wrists stay firm 	I can demonstrate volley overhead using four of the five critical elements.

			<ul style="list-style-type: none"> Arms extended upward on contact; follow through slightly toward target 	
Benchmark	1	2	3	4
<i>Passing & Receiving with Feet and Hands with a Leading Pass</i>				
I can demonstrate passing and receiving (feet or hands) while slow to moderate jogging.	I can demonstrate passing and receiving (feet or hands) while stationary.	I can demonstrate passing and receiving (feet or hands) while walking.	I can demonstrate passing and receiving (feet or hands) while slow to moderate jogging.	I can demonstrate passing and receiving (feet or hands) while increasing and decreasing speed.
<i>Engagement & Behavior</i>				
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.	I choose not to participate in activity and follow class expectations.	I can participate and follow class expectations with teacher prompts.	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.	I can help and encourage others to participate in activity and follow class expectations.



What Should My Student Be Able to Do to Meet Expectations in Science?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SCIENCE

The state science education standards serve as the roadmap teachers use to drive excellence in Minnesota science education. They were developed based on sound science in order to prepare our students for higher education, jobs in a wide variety of technical and scientific fields, and to ensure our nation’s competitive performance in the international workplace. Source - *Scimathmn.org*, 2016

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of science. In future years, full “I Can Statements” will be added to the progress report.

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



Student Success Criteria

What does success look like for Fifth Grade Science?

SCIENCE

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts with teacher support.	I can demonstrate my knowledge and my understanding of the concepts with teacher prompting.	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Social and Emotional Development?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SOCIAL AND EMOTIONAL DEVELOPMENT

The Minnesota Department of Education, has recently published the Social Emotional Learning Competencies, Learning Goals, Benchmarks, and sample activities. The standards help us share developmentally appropriate expectations for what children should know and be able to do at certain ages. They offer common language for assessing progress and supporting children and families.

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of social and emotional development. In future years, full “I Can Statements” will be added to the progress report.

- I can independently and consistently apply the skills and strategies taught.

Student Success Criteria

What does success look like for Fifth Grade Social and Emotional Development?

SOCIAL AND EMOTIONAL DEVELOPMENT

Benchmark	1	2	3	4
I can independently and consistently apply the skills and strategies taught.	I can begin to apply skills and strategies related to the concept <u>with teacher support.</u>	I can apply the skills and strategies related to the concept <u>with teacher prompting.</u>	I can independently and consistently apply the skills and strategies taught.	I can independently show advanced application of skills and strategies taught.



What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

SOCIAL STUDIES

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study of history, geography, economics, and civics and government later on. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In addition to learning key concepts, students begin to apply essential disciplinary skills including civics skills, geospatial skills, economic reasoning and historical inquiry. Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another. Source - *Minnesota Department of Education, 2011*

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of social studies. In future years, full “I Can Statements” will be added to the progress reports.

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

Student Success Criteria

What does success look like for Fifth Grade Social Studies?

SOCIAL STUDIES

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <u>with teacher support.</u>	I can demonstrate my knowledge and my understanding of the concepts <u>with teacher prompting.</u>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



What Should My Student Be Able to Do to Meet Expectations in Visual Art?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

VISUAL ART

The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12 and require that the arts be taught by “highly qualified” teachers.

Visual Arts education involves the development of student’s communication skills and creative aptitude when conceiving and developing new artistic ideas and sharing their creations. In addition, arts education provides many opportunities for collaboration and critical thinking via reflection and connection to the personal meaning and cultural aspects of art.

Lastly, the brain is highly influenced by the study of art as students are enhancing their sensory, attentional, emotional, cognitive, and motor capacities while exploring and understanding the art standards presented below.

Create	Connect
<ul style="list-style-type: none"> ➤ I can independently organize and develop artistic ideas and work. 	<ul style="list-style-type: none"> ➤ I can independently integrate knowledge and personal experiences to create art.
Reflect	
<ul style="list-style-type: none"> ➤ I can independently reflect on and refine personal artworks. 	



Student Success Criteria

What does success look like for Fifth Grade Visual Art?

VISUAL ART				
Benchmark	1	2	3	4
Create				
I can independently organize and develop artistic ideas and work.	With significant guidance I can independently organize and develop artistic ideas and work.	With limited guidance I can independently organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work while demonstrating mastery of a technique or skill.
Connect				
I can independently integrate knowledge and personal experiences to create art.	With significant guidance I can integrate knowledge and personal experiences to create art.	With limited guidance I can integrate knowledge and personal experiences to create art.	I can independently integrate knowledge and personal experiences to create art.	I can independently and clearly integrate knowledge and personal experiences in an innovative or multi-faceted way to create art.
Reflect				
I can independently reflect on and refine personal artworks.	With significant guidance I can reflect on and refine personal artworks.	With limited guidance I can reflect on and refine personal artworks.	I can independently reflect on and refine personal artworks.	I can independently reflect on and <u>thoughtfully</u> refine personal artworks.



What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

WORK HABITS

The work habit indicators are based on executive function skills that lead to academic and life success. Teachers will use the work habit indicators to identify students needs and growth areas that will help them perform in class. The indicators are separated from mastery of content and will provide a framework for teachers to isolate behavior from content.

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.



Student Success Criteria

What does success look like for Fifth Grade Work Habits?

WORK HABITS				
Benchmark	1	2	3	4
<i>Task Completion</i>				
I can independently complete tasks.	I can complete tasks with frequent teacher prompting.	I can complete tasks with occasional teacher guidance and/or prompting.	I can independently complete tasks in a timely fashion.	I can independently complete tasks and demonstrate perseverance when faced with a challenging task.
<i>Collaboration</i>				
I can be a contributing member of a group.	I can be a member of a group with frequent teacher support.	I can be a contributing member of a group with occasional teacher guidance and/or prompting.	I can be a contributing member of a group.	I can be a contributing member of a group and demonstrate leadership skills.
<i>Organization</i>				
I can organize myself, materials, and space to be prepared for independent learning.	I can organize myself, materials, and space to be prepared for learning with frequent prompting.	I can organize myself, materials, and space to be prepared for learning with occasional prompting.	I can organize myself, materials, and space to be prepared for independent learning.	I can develop an organizational system to meet my individual needs.



What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

BAND - ELECTIVE	
<p>The Minnesota Academic Standards in the Arts set the expectations for achievement in the arts for K-12 students in Minnesota. The standards are organized by grade band (K-3, 4-5, 6-8, 9-12) into four strands that foster the development of students’ artistic literacy. The strands are as follows: 1. Artistic Foundations 2. Artistic Process: Create or Make 3. Artistic Process: Perform or Present, and 4. Artistic Process: Respond or Critique.</p>	
<i>Music Literacy</i>	<i>Performance Technique</i>
<ul style="list-style-type: none"> ➤ I can identify and perform rhythmic values, notes on the staff, musical symbols, and vocabulary fluently at a steady pulse. 	<ul style="list-style-type: none"> ➤ 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).
<i>Responsibility & Accountability</i>	
<ul style="list-style-type: none"> ➤ I can be prompt and prepared with instrument, lesson/rehearsal materials, and weekly playing/written assignments. 	



Student Success Criteria

What does success look like for Fifth Grade Band?

BAND - ELECTIVE				
Benchmark	1	2	3	4
<i>Music Literacy</i>				
I can identify and perform rhythmic values, notes on the staff, musical symbols, and vocabulary fluently at a steady pulse.	I can identify and perform rhythmic values, notes on the staff, musical symbols, and vocabulary fluently at a steady pulse with substantial guidance.	I can identify and perform rhythmic values, notes on the staff, musical symbols, and vocabulary fluently at a steady pulse with limited guidance.	I can identify and perform rhythmic values, notes on the staff, musical symbols, and vocabulary fluently at a steady pulse.	I can identify and perform rhythmic values, notes on the staff, musical symbols, and vocabulary fluently at a steady pulse with musicality.
<i>Performance Technique</i>				
I can perform with proper instrument-specific posture, technique, and pitch.	I can perform with proper instrument-specific posture, technique, and pitch with substantial guidance.	I can perform with proper instrument-specific posture, technique, and pitch with limited guidance.	I can perform with proper instrument-specific posture, technique, and pitch.	I can perform with proper instrument-specific posture, technique, and pitch, reflecting on how to improve my performance.
I can produce a characteristic tone by tonguing and slurring (woodwinds/brass) or use rudiments (percussion).	I can produce a characteristic tone (woodwinds/brass) or use written stickings (percussion).	I can produce a characteristic tone by tonguing (woodwinds/brass) or by use of multiple bounce strokes (percussion).	I can produce a characteristic tone by tonguing and slurring (woodwinds/brass) or by use of rudiments (percussion).	I can produce a characteristic tone by tonguing, slurring, using accents and staccato (woodwinds/brass) or by a combination of rudiments (percussion).
<i>Responsibility & Accountability</i>				
I can be prompt and prepared with	I can be prompt and prepared with	I can be prompt and prepared with	I can be prompt and prepared with	I can be prompt and prepared with

instrument, lesson and rehearsal materials, and weekly playing/written assignments with minimal guidance.	instrument, lesson/rehearsal materials, and weekly playing/written assignments with substantial guidance.	instrument, lesson/rehearsal materials, and weekly playing/written assignments with limited guidance.	instrument, lesson/rehearsal materials, and weekly playing/written assignments.	instrument, lesson/rehearsal materials, and weekly playing/written assignments independently.
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What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

ORCHESTRA (2nd Year) - ELECTIVE

The Minnesota Academic Standards in the Arts set the expectations for achievement in the arts for K-12 students in Minnesota. The standards are organized by grade band (K-3, 4-5, 6-8, 9-12) into four strands that foster the development of students’ artistic literacy. The strands are as follows: 1. Artistic Foundations 2. Artistic Process: Create or Make 3. Artistic Process: Perform or Present, and 4. Artistic Process: Respond or Critique.

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 consistently perform with proper instrument-specific posture and technique, and can listen and adjust for intonation.
- I can consistently perform with a quality & characteristic tone alone or in an ensemble.

Responsibility & Accountability

- I can consistently come on time to lessons, rehearsals, and concerts with my instrument and materials, having completed my weekly assignments.



Student Success Criteria

What does success look like for secondary year Orchestra?

ORCHESTRA (2nd Year) - ELECTIVE

Benchmark	1	2	3	4
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.	I can imitate basic rhythmic combinations, identify general musical symbols and vocabulary, and identify notes by string and finger number.	I can independently perform basic rhythmic values, interpret some musical symbols and vocabulary, and identify some notes on the staff and some notes by string and finger number.	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. <i>(Rhythm: Year 1 plus whole notes, dotted notes, and corresponding rests. Vocabulary and musical symbols: Year 1 plus string-specific articulations. Note reading: Notes across all strings)</i>	I can identify and perform intricate rhythmic combinations, string-specific musical symbols and vocabulary, and all notes on the staff with fluency at a steady pulse at various tempos. <i>(Rhythm: Sixteenth notes, dotted quarter notes, independent eighth notes, syncopations. Vocabulary and musical symbols: Advanced bow strokes. Note reading: Ledger lines)</i>
Performance Technique				
I can consistently perform with proper instrument-specific posture and	I can perform with proper posture and technique with teacher support, and can play in tune if I	I can independently perform with proper posture and technique, and can identify when my	I can consistently perform with proper instrument-specific posture and technique, and can	I can add expressive movement while performing with proper instrument-specific posture and technique, and can

technique, and can listen and adjust for intonation.	am looking at my finger tapes.	intonation matches my neighbor.	listen and adjust for intonation. <i>(Posture and technique: Year 1 skills. Intonation: I match my neighbor.)</i>	consistently play in tune.
Benchmark	1	2	3	4
I can consistently perform with a quality & characteristic tone alone or in an ensemble.	I can sometimes play with a quality & characteristic tone, and can problem solve to identify tone quality issues that I hear.	I can perform with a quality & characteristic tone alone or in an ensemble, and can problem solve to adjust and fix tone quality issues that I hear.	I can consistently perform with a quality & characteristic tone alone or in an ensemble. <i>(I hold my bow correctly with curved and relaxed fingers, use appropriate bow weight and bow speed, and keep my bow moving parallel to the bridge in any part of the bow.)</i>	I can perform with a consistent quality & characteristic tone at all dynamic levels alone or in an ensemble.
Responsibility & Accountability				
I can consistently come on time to lessons, rehearsals, and concerts with my instrument and materials, having completed my weekly assignments.	I often forget to come to lessons, and/or bring my instrument, and/or complete my assignments.	I sometimes come on time to lessons and rehearsals, and/or forget my instrument or materials, and/or complete my weekly assignments.	I can consistently come on time to lessons, rehearsals, and concerts with my instrument and materials, having completed my weekly assignments.	I seek out opportunities to help my lesson groups and rehearsals run smoothly. <i>(Reminding peers of lesson times, helping the teacher to set up or clean up, etc.)</i>