

Understanding your child's

REPORT CARD

5th Grade

- Top 10 tips for understanding your child's report card
- Communication between home and school
- Academic measures
- Descriptors of what your child will learn during trimester 3



Trimester 3

Prepared by the School District of Menomonee Falls
Office of Curriculum & Instruction

TOP 10 TIPS

Understanding your Child's Report Card

The purpose of the report card is one component of the larger communication plan between parents and the school. The purpose is to regularly communicate how a student is progressing and where the student is performing in relation to expected targets he/she should meet at the end of each reporting period.

1. The report card is based on the standards adopted by the School District of Menomonee Falls. The standards define what all students should know and be able to do in every subject, from kindergarten through grade 5.

2. The School District of Menomonee Falls chose report "indicators" that represent the knowledge students must acquire for each reporting period.

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:

Academic Indicators	
3	Meeting Standard
2	Approaching Standard <input type="checkbox"/>
1	Below Standard
NG	Not Graded

5. Your child may not get a mark for every indicator each marking period. If the class does not focus on a particular standard during a marking period, there will be no grade on the report card for that trimester. Instead, NG (no grade) will appear in the box.

6. Included in this booklet are descriptions of what your child should be able to do to meet each expectation.

7. Your child will get marks for "Learner Behavior Expectations". These marks will be:

Learner Behavior Expectations	
3	Consistently meets expectations
2	Sometimes meets expectations
1	Rarely meets expectations

8. Learner behavior expectations are important because developing 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.

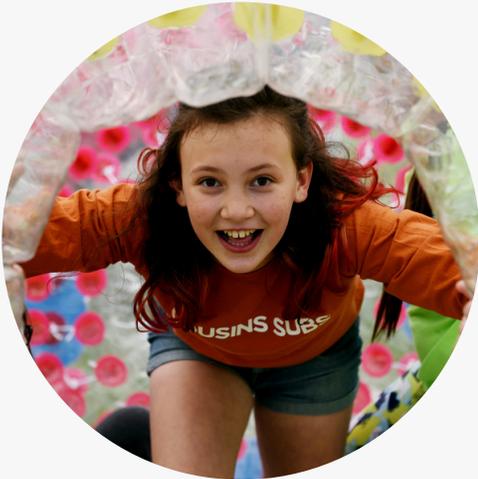
10. The goal of the report card is to provide meaningful information that families can use to team with teachers to support their student's learning.



Home/School Communications

We welcome your partnership in helping your child achieve success in school. Building this partnership is important to us and we are committed to two-way communication. Listed below are some of the intentional communications we built into our system. If you have questions or concerns please contact your child's teacher.

Ways we Intentionally Communicate



- Parent Information Night
- Parent/Teacher Conferences
- Trimester grade report
- Parent & Teacher notes, phone calls, emails
- Class or School newsletter
- District/school Facebook
- District school calendar
- Schoology
- District website

Get Involved

- There are many ways to support your child's learning journey. Listed below are just a few.
- Volunteer in your child's classroom or school
- Attend parent-teacher conferences
- Join the Parent Teacher Organization
- Become a Junior Achievement volunteer
- Have regular conversations with your child about homework or completed work brought home
- Use the information in this pamphlet to guide conversations about what your child is learning in school
- Contact your child's teachers with questions or concerns



Academic Measures

3 - MEETING STANDARD

Meets expectations for this reporting period. The student consistently demonstrates the skills and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has a proficient understanding. A "3" indicates that the student is right on track with our high academic expectations.

2 - APPROACHING STANDARD

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or partially understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is progressing toward proficiency. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW STANDARD

Does not meet expectations for this reporting period. The student seldom demonstrates the skills and/or understands concepts for this grading period. A "1" indicates the student demonstrates minimal understanding and requires extended time, support and/or practice.

NG

Progress on these indicators is not reported for this grading period. That does not, however, mean learning is not developing around the concept.

What Should My Child Be Able to Do to Meet Expectations during this Trimester?

English Language Arts

Uses a variety of strategies to read with accuracy, fluency, and expression

- Read fifth-grade literature accurately and fluently.

Demonstrates understanding of text through writing

- Identify the main ideas and supporting details of a text
- Discuss how specific parts of a text relate to a main idea/argument
- Discuss how the author's point of view affects how the information was presented
- Create an outline that pulls together relevant and important information, from different texts to support an opinion
- Support claims with text evidence
- Discuss how specific parts of a story relate to a whole idea or theme
- Describe the author's crafting technique and goals that are used
- Discuss & support themes with evidence
- Compare story elements and themes between two texts

Understands and applies information from informational text

- Accurately use evidence from a text
- Identify the main idea of a text with supporting details
- Use text features to aid in comprehension
- Form an opinion based on text evidence

Understands and analyzes narrative texts

- Accurately use evidence from a text
- Discuss and support themes with evidence
- Compare and contrast elements within a story
- State why and/or how one small part of a story is important to the whole story
- Compare and contrast themes in narrative texts



English Language Arts (cont.)

Reads grade-level text with purpose and understanding

- Read and comprehend text at the 5th-grade level or higher

Engages in collaborative discussions by:

- Being prepared for discussions
- Staying on topic during discussions with others
- Sharing own ideas
- Building upon the ideas of others
- Using evidence to support a claim

Composes a developed and organized piece about a focused topic across genres: narrative, information, and opinion by:

- Clearly, stating an opinion
- Organizing ideas in a logical format
- Including evidence to support a claim
- Using transitional words or phrases
- Using descriptive words to show detail
- Providing an appropriate conclusion

Knows and applies grade level word analysis skills

- Utilize resources to spell words correctly on spelling checkpoint and written assignments

Applies grade level conventions and grammar

- Use appropriate capitalization, punctuation, and mechanics/usage of grammar when writing or speaking



Mathematics

Operations & Algebraic Thinking

- Accurately name points on a coordinate grid using the pattern (x,y)

Number & Operations in Base Ten

- Understand that place determines value (ex. when 3 is in the tens place it is worth 30, but when 3 is in the tenths place it is worth 0.30) and as places move to the right the value is decreased, when they move to the left the value increase
- As digits shift to the right of the decimal their value decreases and as the digits shift to the left of the number their value increases
- Divide whole numbers using a variety of strategies (ex. ratio tables, partial quotients, fact families, picture models)
- Use a variety of strategies to add, subtract, multiply and divide numbers with decimals to the hundredths place

Number & Operations-Fractions

- Add and subtract fractions with unlike denominators
- Understand fractions are actually division problems
- Use models and strategies to multiply whole numbers by fractions
- Multiply fractions to find the areas of rectangles
- Multiply fractions and whole numbers in story problems
- Use models and strategies to divide unit fractions by whole numbers
- Use models and strategies to divide whole numbers by unit fractions
- Solve story problems dividing unit fractions by whole numbers and vice versa

Measurement & Data

- Use measurement units to convert and solve word problems
- Create a line plot for data sets featuring fractions of a unit
- Use the formula $V = l \times w \times h$ and $V = b \times h$ to find volumes of rectangular prisms
- Find the volume of solid figures by splitting them up into rectangular prisms, finding the volume, and adding the results

Geometry

- Locate a point on a coordinate plane (x,y)
- Graph points on a coordinate plane (x,y)
- Name multiple properties or shapes and classify shapes based on those properties



Social Studies

Understands Social Studies Content

- Identify and explain basic economic concepts such as supply, demand, production, exchange and consumption, goods and services.
- Explain how and why people who start new businesses take risks to provide goods and services, and considering profits as incentive
- Understand the roles of consumers and producers in the product, labor, and financial markets, and economy as a whole
- Create a timeline and demonstrate how history and events can be organized
- Demonstrate the cause and effect in a chain of events
- Identify the importance of historical documents and how they reflect American values such as freedom, democracy, equality, and justice
- Identify significant events and people in the events leading to the American Revolution

Asks and Answers Questions About Social Studies Themes

- Engage in the Inquiry Model

Science

Communicates Scientific Ideas

- Obtain and evaluate observations of different objects/materials
- Identify properties of objects/materials
- Construct explanations as to if a new substance was created

Uses the Inquiry Process

- Ask questions, Develop and use models, and Plan and carryout investigations around the properties of matters



Physical Education

Although the skill and form remain the same, the skill maturity, intensity, equipment and area used in physical education are adjusted or modified for each grade level based on student development.

- Refines, combines and varies motor skills
- Identifies and demonstrates key elements of skill being taught
- Chooses to participate in structured and purposeful activity.
- Meets the age and gender-specific health-related fitness standards
- Follows class, activity, or game rules respectfully.
- Works independently, productively and demonstrates a willingness to challenge self.

Students in grades 3-5 will participate in the following physical education units throughout the school year.

- Game Play
- Soccer
- Football
- Basketball
- Volleyball
- Floor Hockey
- Jump Rope
- Bowling
- Cooperative Games
- Fitness Testing/Fitness Games/Lifetime Fitness Exposure
- Rock Wall

The following units are site-dependent:

- Frisbee, Golf, Yoga, Pilates



Music

Performs grade-level music skills

- Audiating
- Chanting
- Reading and writing music
- Creating and improvising music
- Playing instruments

Listens to, analyzes, and evaluates the elements of music (Rhythm, melody, harmony, timbre, form, texture, and dynamics)

- Purposefully listens to music
- Uses music vocabulary to describe music

Engages in collaborative music-making

- Demonstrates flexibility, inquisitiveness, openness and respect for the ideas and work of others, responsible risk-taking, self-reflection, self-discipline, and perseverance
- Works with commitment to achieve the goals of the ensemble (grade level, whole class, or small group)
- Understands and demonstrates appropriate concert etiquette for audience and performance

Art

Uses appropriate art-related vocabulary

- Explain and model how art terms relate to works of art
- Use vocabulary to critique and interpret artwork
- Create different artistic styles

Explores the elements and principles of design

- Explain how to use elements and principles of design in artwork

Knows and makes art that communicates ideas

- Explain how artwork is made and what it is about
- Solves problems independently while making art
- Use problem solving to redirect artwork

Describes and uses grade-level skills to produce art

- Explain and model how to use grade-level skills to create artwork
- Model how craftsmanship/techniques are used
- Develop a unique art style

Uses own ideas to think creatively

- Demonstrate grade level thinking in artwork
- Demonstrate problem solving independently in artwork



Learner Behavior Expectations

Shows Respect

Follows school rules and expectations

Listens with empathy

Uses kind actions and words

Recognizes and shows consideration for the rights and feelings of others

Demonstrates Responsibility

Follows directions

Is accountable; stays focused on task

Demonstrates organizational skills

Manages time wisely and completes assigned work on time

Collaborates with Others

Contributes responsibly in partner and group settings

Respects and considers different opinions and ideas

Shows Persistence

Is able to continue when faced with a challenge; does not give up easily

Accurately monitors own effort toward learning goals; reflects on progress

Demonstrates Flexibility

Adapts positively to new or different situations and ideas

Makes transitions efficiently

Problem Solves

Tries a variety of approaches, strategies, or alternatives

Independently considers options and attempts solutions

Communicates with Others

Actively listens

Participates in collaborative conversations; shares ideas

Takes responsible risks in sharing learning

