

## 5<sup>th</sup> GRADE TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. The standards that describe what a student should know and be able to do at a given grade level,
2. The standards-based curriculum materials or roadmap a teacher uses to ensure that they teach to these standards,
3. The assessments that a teacher uses along the way to measure the extent to which a student has met the standards, and finally,
4. The reporting tool that allows a teacher to communicate accurately a student's progress towards meeting standards at critical junctures throughout the school year.



The Standards-Based Report Card (SBRC) completes our standards-based system

## Definitions of Proficiency Levels

At the elementary level, there are three reporting periods. For the first two reporting periods, students are evaluated based on their progress toward end-of-year standards.

In other words, students who receive a mark of "proficient" for the first and second grading periods are making consistent and adequate progress toward achieving end-of-year expectations.

In the final reporting period, the report card marks reflect a student's actual achievement of the cumulative skills, strategies, and concepts identified in the content standards.

Proficiency levels are broadly defined as follows:

### Advanced

- The student consistently exceeds standards as demonstrated by a body of evidence that shows depth of understanding and flexible application of grade-level concepts.

### Proficient

- The student consistently meets standards as demonstrated by a body of evidence that shows independent understanding and application of grade-level concepts.

### Basic

- The student occasionally meets standards as demonstrated by a body of evidence that shows incomplete/inconsistent understanding and application of grade-level concepts.

### Below Basic

- The student rarely meets standards as demonstrated by a body of evidence that shows minimal understanding and application of grade-level concepts.

## Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work

throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a Body of Evidence\*

➤ Analyze this entire Body of Evidence one last time in comparison to a proficient Body of Evidence

➤ Utilize content area tools for analysis

**\*Much like a teacher's own creation of a body of evidence for TPEP.**

## A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher should collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a

teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence will

create a well-rounded picture of student progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
<b>English Language Arts</b>						
DIBELS	X					
DRA2	X	X	X	X	X	X
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
Reading Logs	X	X	X	X	X	X
Running Records	X	X	X	X	X	X
Writing Samples	X	X	X	X	X	X
Read Alouds	X	X	X	X	X	X
Anecdotal Records						
➤ Independent reading/writing conferring notes	X	X	X	X	X	X
➤ Small group instruction						
➤ Text-based discussions						
<b>Mathematics</b>						
MAP for Primary Grades	X	X	X			
MAP			X	X	X	X
MAP Skills Tests	X	X	X	X	X	X
End-of-Term Common Assessments	X	X	X	X	X	X
Tasks and story problems which include numeric solutions, student's written explanation, and/or drawings and representations	X	X	X	X	X	X

## Process for Analyzing a Body of Evidence

In order to determine report card marks, a teacher should take one last look at a student's body of evidence using the following process.

### Step 1: Analyze the Body of Evidence for Completeness

- Inventory one representative body of evidence using the 2-3 weeks before the end of the reporting period.
- Assure that there is sufficient evidence for each of the reporting strands.
- Gather additional evidence as needed.

#### Key questions to consider:

- What's in the body of evidence?
- How does the evidence align with the reporting strands?

- Is the body of evidence complete?
- If not, how will you collect what you need?

### Step 2: Analyze the Body of Evidence for Quality

- Analyze the quality of student work across the reporting period using the content area rubrics as appropriate.
- At the end of the reporting period, organize and synthesize these assessments to determine the proficiency level for each of the reporting strands.

#### Key questions to consider:

- What is the quality of this body of evidence?
- What parts of the body of evidence are proficient? Basic? Below basic? Advanced? How do you know?

### Analysis Process

Before making a final determination regarding student proficiency and marking it on the report card, teachers should take one final look at a student's progress over the course of the reporting period. It is important to note that teachers have been reviewing the results of assessments and student work throughout the reporting period to determine next steps for instruction. This is simply one final look based on key pieces of evidence.

This process requires that a teacher:

- Collect key samples of student work in a body of evidence.
- Analyze this entire body of evidence one last time in comparison to a proficient body of evidence.
- Utilize content area tools for analysis.

## Content Area Examples

In the following pages, you will see examples that demonstrate what students should know and be able to do at the fifth grade level in literacy and mathematics.

We've chosen to demonstrate these subject areas in more depth because of their complexity. It is important to note that these examples do not cover every

grade-level standard. Rather, they suggest the kind of work students are expected to do by the end of the instructional year.

## ENGLISH LANGUAGE ARTS

### Reading Literary and Informational Text

At the end of the year, a proficient fifth grade student:

**Reads grade-appropriate texts such as stories, dramas, poetry, and informational text fluently.**

*Example*

- The student reads fifth grade books like *Journey to Topaz* by Yoshiko Uchida and *Number the Stars* by Lois Lowry accurately and with expression (such as appropriate pacing, phrasing, and intonation).

**Quotes accurately from a text when answering questions or making inferences, including when determining the theme or main idea.**

*Example*

- The student can make an inference or answer a question about the text using a quotation directly from the text to support his conclusion. (For example: A student may support his determination that the theme of *Number the Stars* is that growing up is hard. He might support this conclusion with a quote by Annemarie like, "The whole world was: too cold, too big. And too cruel.")

**Compare and contrast the differences in structure and purpose of different texts, such as poems, dramas, and informational pieces.**

*Examples*

- The student uses text features like graphics, diagrams, charts, and maps to understand nonfiction materials.
- The student uses text structures like problem/solution ("This is a dangerous corner. We need a traffic light."), cause and effect ("The light turned red and the cars stopped."),

compare/contrast ("Some intersections have traffic lights and some have stop signs."), proposition and supports ("We need to put a traffic light at this intersection because there have been 14 accidents here in the last year."), and chronological order (first, second, third, last) to understand grade-level texts.

**Explains how a writer's or speaker's point of view influences how events are described.**

*Example*

- The student evaluates how authors influence the reader (such as appeal of characters, believability of plot, what they bring from their own background or prejudices, how telling a story from first person or third person can change the way a reader relates to the main character).

**Compares and contrasts a variety of texts on similar topics, such as dramas, poetry, and informational sources.**

*Examples*

- The student flexibly uses many comprehension strategies, such as: asking questions, finding the main idea(s), reading between the lines (such as drawing inferences, conclusions, generalizations), summarizing the important information, making and changing predictions, identifying evidence from text, and comparing information from magazines, books, encyclopedia) to understand grade level texts.
- The student understands the difference between facts ("A football field in the U.S. is 100 yards long."), supported inferences ("The sky is getting cloudy. It's probably going to rain."), and opinions ("American Idol is the best television show ever.").

*Example*

- The student analyzes the characteristics of poetry, drama, and fiction and critiques the appropriateness of forms selected by authors considering their audience and purpose.
- The student uses narrative elements like conflict, resolution, character, and plot to understand the complexities and overall meaning, or theme, of literature.
- The student analyzes characters' motivations, actions, and interactions to understand the plots and themes of literature.

## Reading – Foundational Skills

At the end of the year, a proficient fifth grade student:

**Decodes words with common prefixes and suffixes, and Latin or Greek roots.**

*Example*

- The student figures out the meaning of complex words and technical terms using knowledge of common roots (such as anti = old; antique, antiquated, antiquity),

prefixes (such as binoculars, biweekly), suffixes (such as careful, helpful), and homographs (such as bow: the front part of a ship; bow: to bend at the waist; bow: a decorative knot).

## Writing

At the end of the year, a proficient fifth grade student:

**Produces and organizes a variety of types of writing (narrative, opinion, informational) to match audience and purpose.**

*Examples*

- The student writes narratives that allow a reader to imagine the setting, events, experiences, and characters.
- The student writes detailed, well-organized research reports using different sources of information (such as reference materials, books, newspapers, Internet, speakers).

- The student writes responses to literature that show an understanding of text. Writes persuasive pieces that present a clear, supported proposal and that anticipate the reader's concerns.
- The student organizes writing around a controlling idea with supporting facts and details, sequences events and information in a way that makes sense to the reader (such as chronological order, transitional expressions).

**Engages in prewriting, drafting, revising, editing, and publishing in print and using technology.**

*Examples*

- The student drafts, revises, edits, and publishes a variety of narrative and expository pieces of writing.

- The student uses technology (such as word processing software, spell check, thesaurus) to support the writing process.

**Conducts short research and writing projects using, personal experience, print, and digital resources, citing sources.**

*Example*

- The student effectively uses a variety of sources to locate relevant information for a research project.
- The student uses citations, end notes, and bibliographic references to locate and report information.

## Speaking and Listening

At the end of the year, a proficient fifth grade student:

**Engages in a range of collaborative discussions respectfully with adequate preparation and clear communication.**

*Example*

- The student demonstrates understanding of a speaker's message by asking questions, summarizing important ideas, paraphrasing the speaker's words when providing a response, and drawing conclusions.
- The student prepares ahead of time for active participation in planned discussions.

**Shows understanding of information presented in texts, orally, or through other media by summarizing the information and explaining the points a speaker uses to support thinking.**

*Examples*

- The student talks about texts, information, and ideas in an organized, logical way.
- The student uses details, evidence, and examples to support a listener's understanding.

**Reports orally on topics or presents an opinion, using relevant details and facts to support ideas; uses multimedia as appropriate.**

*Examples*

- The student gives well-organized presentations about information and experiences.
- The student presents responses to literature that show an understanding of the main idea(s) of a text using evidence from the text to support conclusions.

## Language

At the end of the year, a proficient fifth grade student:

### Uses standard English grammar correctly when speaking or writing.

*Example*

- The student demonstrates understanding of conjunctions, prepositions, and interjections and can use them properly in sentences.
- The student uses perfect verb tenses correctly (e.g., *I had walked; I have walked; I will have walked*).
- The student correctly uses verb tenses to convey various times, sequences of events, states, and conditions.
- The student recognizes and corrects an inappropriate shift in verb tense. (e.g. We **viewed** *Harry Potter and the Prisoner of Azkaban* and **watch (watched)** intently as Daniel Radcliff **portrays (portrayed)** Harry Potter. )
- The student correctly uses correlative conjunctions such as *either/or, neither/nor, no sooner/than, rather/than*.

### Demonstrates grade-appropriate skills in capitalization and punctuation and spelling.

*Examples*

- The student talks about texts, information, and ideas in an organized, logical way.
- The student uses details, evidence, and examples to support a listener's understanding.

### Uses a variety of strategies to determine the meaning of unknown words.

*Examples*

- The student talks about texts, information, and ideas in an organized, logical way.
- The student uses details, evidence, and examples to support a listener's understanding.

### Uses new vocabulary words learned through conversations and reading.

*Examples*

- The student talks about texts, information, and ideas in an organized, logical way.
- The student uses details, evidence, and examples to support a listener's understanding.

### Demonstrates understanding of figurative language, word relationships, and subtle differences of meaning between related words.

*Examples*

- The student gives well-organized presentations about information and experiences.
- The student presents responses to literature that show an understanding of the main idea(s) of a text using evidence from the text to support conclusions.

## MATHEMATICS

### Mathematics Achievement

#### Algebra

At the end of the year, a proficient fifth grade student:

#### Write and interpret numerical expressions.

Examples

- The student can evaluate an expression like this;  
 $(26 + 18) \div 4$   
 The solution is 11
- The student can write an expression for words such as "add 8 and 7, then multiply by 2," as  
 $2 \times (8 + 7)$   
 The student also recognizes the expression above as two times larger than  $(8+7)$

- The student can generate ordered pairs from a rule such as "add 6 every day for 3 days."  
 $(0,0), (1,6), (2,12), (3,18)$   
 The student can also explain the relationship between two sets of ordered pairs such as "these terms are twice as large" when comparing the terms above to these  
 $(0,0), (1,12), (2,24), (3,36)$ .

#### Place Value

At the end of the year, a proficient fifth grade student:

#### Understand the place value system.

Example

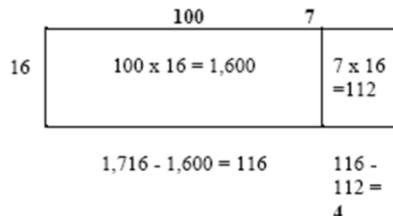
- The student can explain the difference in value of a digit. How many times greater is the value of the digit 5 in 583,607 than the value of the digit 5 in 362,501?  
 1,000 times

#### Multiply and divide multi-digit whole numbers.

Examples

- The student applies the powers of 10 to multiply and divide. What number is one-tenth of this expanded form?  
 $1(10,000) + 2(1,000) + 4(100) + 3(10)$   
 1243

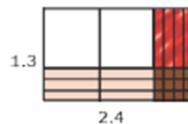
- The student draws this array for  $1,716 \div 16$ .



#### Add, subtract, multiply and divide decimals to hundredths and explains the strategy used.

Example

- The student can solve  $2.4 \times 1.3$  by drawing this area model.



The student explains "3/10 times 4/10 is 12/100. 3/10 times 2 is 6/10 or 60/100. 1 group of 4/10 is 4/10 or 40/100. 1 group of 2 is 2."

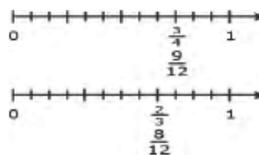
#### Fractions

At the end of the year, a proficient fifth grade student:

#### Use equivalent fractions as a strategy to add and subtract fractions.

Examples

- The student can solve word problems involving the addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. A student draws a linear model for this story problem; Jerry was making two different types of cookies. One recipe needed  $\frac{3}{4}$  cup of sugar and the other need  $\frac{2}{3}$  cup of sugar. How much sugar did he need to make both recipes?



#### Solves real world problems involving multiplication and division of fractions.

Example

- The student can solve this story problem using a visual model or equation.  
 Evan bought 6 roses for his mom.  $\frac{2}{3}$  of them were red. How many red roses were there?  
 $\frac{2}{3} \times 6 = \frac{12}{3} = 4$

#### Geometry

At the end of the year, a proficient fifth grade student:

#### Understand and apply volume formula for rectangular prisms.

Example

- The student can calculate the volume of the school locker with the dimensions of 30 in., 8 in., and 12 in. as  $2880 \text{ in}^3$ .

#### Measurement and Data

At the end of the year, a proficient fifth grade student:

#### Convert within like measurement units.

Examples

- The student solves 5.6 meters  $\div$  80 centimeters as 7 by converting 5.6 m to 560 cm  $\div$  80 cm or 5.6 m  $\div$  .8m

#### Mathematical Practices

At the end of the year, a proficient fifth grade student:

#### Represent problems in multiple ways including writing an equation and explain connections.

Example

When given a new problem, the student will experiment with representing the problem in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list or graph and creating equations. Students will be able to connect the different representations and explain connections.

