

Fifth Grade Report Card Guide

Columbia Heights Public Schools has transitioned to a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** the shift to standards-based reporting was made, and **how** to read your student's report card.

What is standards-based reporting?

The state of Minnesota has identified standards for all subject areas. These standards identify what all students should know and be able to do. Districts are required to implement these state standards to ensure all students have access to high-quality content and instruction.

In a standards-based reporting system, students' academic performance is measured relative to these grade level standards.

Why standards-based reporting?

A standards-based reporting system provides:

- Clear targets for students and families that explain what is expected of students by the end of the year
- A more thorough explanation of the skills and concepts needed in order for students to meet each standard
- Information about students' current academic progress in relation to where they need to be by the end of the year
- Objective grading criteria for all students; students are scored based on the level at which they show proficiency of the standard, not how they perform relative to other students
 - A focus on evidence of learning

How do I read my student's report card?

In order to represent the different levels of performance your student will demonstrate during the learning process, you will see the numbers 1, 2, 3 and 4. The expectation is that students will achieve a **3 by the end of the year**.

1	2	3	4
<p>Beginning</p> <p>The student is just starting to understand the concepts, skills, and processes the grade level standard requires.</p>	<p>Developing</p> <p>The student is gaining understanding of the concepts, skills, and processes the grade level standard requires.</p>	<p>Meeting</p> <p>The student knows, understands, and applies the concepts, skills, and processes the grade level standard requires.</p> <p>End of Year Goal</p>	<p>Exceeding</p> <p>The student knows, understands, and applies the concepts, skills, and processes the grade level standard requires and can readily apply this knowledge in a variety of settings.</p>

Remember: In standards-based reporting, 1s and 2s are expected and progress is celebrated!

Social Skills

Elementary students in Columbia Heights Public Schools learn social skills through the acronym CARES. The following social skills categories are marked on report cards.

Cooperation	Shows cooperation
Assertion	Shows assertion in appropriate ways
Responsibility	Takes responsibility for actions and work
Empathy	Shows empathy
Self-Control	Demonstrates self-control



Literacy

Power Standard	Meeting This Standard Looks Like...
Fluently and accurately reads grade level texts	Reads 162-192 words per minute
Uses strategies to comprehend grade level texts	Reads at F&P Levels U-V
Identifies the main idea and theme of grade level texts	Independently able to identify main idea and theme
Examines the point of view and different perspectives in grade level texts	Independently able to examine point of view and different perspectives
Communicates through writing in a variety of styles	When given a task, can write for the intended audience and style
Uses the writing process	Develops and strengthens writing through the use of a writing process including planning, drafting, revising, editing, and publishing when prompted
Uses writing conventions accurately and consistently	Independently applies rules of conventions to writing
Demonstrates basic listening, speaking and communication skills	Effectively engages in a range of discussions as both a speaker and a listener

Math

Power Standard	Meeting This Standard Looks Like...
Solves basic multiplication facts quickly and accurately	Accurately completes 80-90% of multiplication facts on a timed assessment
Solves basic division facts quickly and accurately	Accurately completes 80-90% of division facts on a timed assessment
Solves real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers	Independently solves real-world and mathematical problems using addition, subtraction, multiplication, and division
Orders fractions and locates on a number line	Accurately orders and locates fractions on a number line
Orders decimals and locates on a number line	Accurately orders and locates decimals on a number line
Recognizes and generates equivalent decimals, fractions, mixed numbers and improper fractions	Independently recognizes and generates equivalent decimals, fractions, mixed numbers and improper fractions
Solves real-world and mathematical problems requiring addition and subtraction of decimals and fractions	Independently solves real-world and mathematical problems requiring addition and subtraction of decimals and fractions
Creates and uses rules, tables, spreadsheets and graphs to solve problems	Creates and uses rules, tables, spreadsheets and graphs to solve problems when given a task
Evaluates and solves algebraic expressions using variables	Accurately evaluates and solves algebraic expressions using variables
Determines the area of triangles and quadrilaterals	Accurately determines the area of triangles and quadrilaterals
Uses formulas and other tools to find area, volume, and surface area	Can use formulas and other tools to find area, volume and surface area
Finds the mean, median, mode, and range of a set of data	Finds the mean, median, mode and range when provided with a set of data
Creates and analyzes tables and graphs	Creates and analyzes tables and graphs when provided with a set of data

Science

Fifth grade students will have opportunities to engage in scientific inquiry throughout the year. Through their participation in science modules, students will practice the following scientific inquiry skills.

Science Modules	Students Will . . .
Ecosystems Flow of Matter and Energy Robotics and Automation	Develop and revise a model based on observation and learnings, and use the model to describe a scientific process
	Use evidence to justify the best solution to a problem
	Develop questions after reading information, performing an experiment, or observing a naturally occurring event

Visual Arts

Power Standard	Meeting This Standard Looks Like . . .
Uses knowledge and understanding of the elements and principles of design to create original artwork	Creates artwork that demonstrates an understanding of the use of design elements and principles
Uses knowledge and understanding of the elements and principles of design to discuss and present artwork	Presents and discusses artwork using art concepts and vocabulary
Demonstrates skillful use of art materials	Uses and manages art materials to produce work that is neat and complete

Music

Power Standard	Meeting This Standard Looks Like . . .
Demonstrates accurate and expressive vocal skills	Tone and pitch are clear and correct most of the time within appropriate grade level repertoire
Demonstrates accurate and expressive instrumental skills	Beat is present and clear with instruments most of the time within appropriate grade level repertoire

Physical Education

Power Standard	Meeting This Standard Looks Like . . .
Actively engages in required activities	Self-initiates participation in required activities
Demonstrates a variety of motor skills and movement patterns	Combines multiple skills in educational games and activities
Applies rules, uses equipment appropriately, and works cooperatively with others	Knows, understands, and follows rules. Demonstrates respect and appropriate use of equipment. Works cooperatively with peers.
Uses feedback to improve performance	Willingly receives feedback and uses feedback to improve performance

OUR MISSION

Columbia Heights Public Schools
Creating worlds of opportunity for each and every learner
"All Belong, All Succeed"