



Student Information		School Information: Elementary	
Student Name		Principal	
Student ID		School Phone	
Birthdate		School Address	
Track			
Grade	5	Teacher	

Attendance	T1	T2	T3
Days Enrolled			
Days Absent			
Days Tardy			

Scoring Key

Benchmark Standards

For Progress Report (T1 and T2)		Effort Scores	
Area of Concern	AC	Excellent	E
Expected Growth	EG	Satisfactory	S
Not Assessed	NA	Needs Improvement	N
For Final Report (T3)		Not Assessed	NA
Student performance exceeded grade level expectations	4	Participation and Intervention Marks	
Student performance met grade level expectations	3		
Student performance approached grade level expectations	2	Applicable	X
Student performance made little or no progress toward grade level expectations	1	Not Applicable	NA

Fifth Grade	T1	T2	T3
Standards			
HABITS OF SUCCESS			
» Communicator			
• Communicates and expresses ideas effectively			
• Listens attentively			
» Collaborator / Contributor			
• Works respectfully with others			
• Participates thoughtfully in group and classroom activities			
» Global Citizen			
• Respectful of others			
• Exercises self-control			
• Follows classroom and school rules			
» Critical Thinker			
• Uses evidence and focused analysis to evaluate information and to better understand a topic			
» Creative Thinker			
• Demonstrates ability to generate something new or original			

Fifth Grade	T1	T2	T3
Standards			
» Self-Directed Learner			
• Responsible for own learning and behavior			
• Makes productive use of class time			
• Completes classwork / homework on time			
» Effective and Ethical User of Resources			
• Draws on multiple sources, using all classroom resources responsibly			
PARTICIPATES IN ADDITIONAL SUPPORT/SERVICES OR MODIFIED PROGRAM IN THE AREA OF:			
» English Language Arts - Reading			
» English Language Arts - Writing			
» Mathematics			
» Student is an English Learner			
» Student has an I.E.P.			
MATHEMATICS			
» Effort Score			
» Operations and Algebraic Thinking			
• Writes and interprets numerical expressions			
• Analyzes patterns and relationships			
» Number and Operations in Base Ten			

Student Information		School Information: Elementary	
Student Name		Principal	
Student ID		Teacher	

Fifth Grade	T1	T2	T3
Standards			
<ul style="list-style-type: none"> • Understands the place value system • Perform operations with multi-digit whole numbers and with decimals » Number and Operations - Fractions • Uses equivalent fractions a strategy to add and subtract fractions • Applies multiplication and division to multiply and divide fractions » Measurement and Data • Converts measurement units within a given measurement system • Represents and interprets data • Understands concepts of volume and relates volume to multiplication and addition » Geometry • Graphs points on the coordinate plane to solve real-world and mathematical problems • Classifies two-dimensional figures into categories based on their properties » Standards of Mathematical Practice • Makes sense of problems and perseveres in solving them • Reasons abstractly and quantitatively • Constructs viable arguments and critiques the reasoning of others • Models with mathematics • Uses appropriate tools strategically • Attends to precision • Looks for and makes use of structure • Looks for and expresses regularity in repeated reasoning 	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
OTHER SUBJECTS			
» Science Effort Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
» Science Academic Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
» Social Studies Effort Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
» Social Studies Academic Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
» Physical Education Effort Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
» Fine Arts Effort Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
ENGLISH LANGUAGE ARTS			
Exception for Qualified English Learners			
» English learners meeting ALL of the following criteria in the current reporting period will not have marks in the English Language Arts section of the report card: <input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1) Overall ELPAC 1 <input type="checkbox"/>			
2) Enrolled in U.S. schools less than 2 years <input type="checkbox"/>			
3) Not yet performing at grade level			
Reading			
» Effort Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
» Literature	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Quotes accurately from a text and uses key ideas and details to draw inferences, summarize and determine theme			

Fifth Grade	T1	T2	T3
Standards			
<ul style="list-style-type: none"> • Explains differences of a story, drama and poem (chapters, scenes or stanzas) and how they fit together • Compares, contrasts, and makes connections within and across texts » Informational Text • Quotes accurately from a text and uses key ideas and details to draw inferences, summarize, and determine the main idea • Compares and contrasts overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of various texts • Integrates information within and across texts and digital sources » Foundational Skills • Knows and applies grade-level phonics and word analysis skills in decoding words • Reads grade-level text with accuracy and fluency to support comprehension 	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
Writing			
» Effort Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
» Text Types and Purposes	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Writes opinions that provide facts and details that are logically grouped to support the writer's point of view			
• Writes informative or explanatory text that develops a topic with facts, definitions, details, quotations and examples			
• Writes narratives with a clear sequence of events, transition words, and elaboration (e.g., dialogue, description, pacing)			
» Production and Distribution	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Uses the writing process to add details to strengthen writing			
» Research to Build and Present Knowledge	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Researches and integrates information in writing			
Language			
» Effort Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Shows understanding of conventions (grammar, capitalization, punctuation and spelling) when speaking and / or writing			
• Uses strategies to determine the meaning of words			
Speaking and Listening			
» Comprehension and Collaboration Effort Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Participates appropriately in group discussions			
• Summarizes a text, read aloud, and information presented from various media and formats			
» Presentation of Knowledge & Ideas Effort Score	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Plans and delivers informative and narrative presentations and opinion speeches using details to support the main idea and theme			

Student Information		School Information: Elementary	
Student Name		Principal	
Student ID		Teacher	

Fifth Grade	T1	T2	T3
Standards			
ENGLISH LANGUAGE DEVELOPMENT (ELD)			
» Effort Score			
» Interacting in Meaningful Ways			
• Collaborating and engaging in dialogue with others			
• Interpreting, comprehending and analyzing written and spoken texts			
• Producing oral presentations and written texts			
» Learning About How English Works			
• Structuring cohesive texts			
• Expanding and enriching ideas			
• Connecting and condensing ideas			
» Using Foundational Literacy Skills			
• Print Concepts			
• Phonological awareness			
• Phonics and word recognition			
• Fluency			
Year-End Summary of Progress in English Language Development			
» Area of Concern			
» Expected Growth			
INTERVENTIONS			
» Before / After School Tutoring			
» Scaffolded Language Supports			
» Targeted Adaptive Program			
» Targeted Small Group Instruction			

Standardized Tests	Date	Scores
Proficiency Level		

Programs	Entry	Exit

--

Parent Signature	Date

--