



KCSD96 Trimester 1 Report Card 2016-17  
Period Ending 11/11/2016

Student:  
Grade: 5  
Year: 2016-17

	T1
Present	
Absent	
Tardy	

**Report Card Purpose:**

The purpose of the District 96 Elementary Report Card is to clearly communicate student achievement of grade level specific learning targets and student work habits.

**REPORTING SCALE FOR ACADEMIC LEARNING TARGETS**

**Extends (E):** In addition to the “Mastery” criteria, the student demonstrates more complex learning that goes beyond what was explicitly taught. This category may not apply to some learning targets. *ONLY TARGETS WITH A DOUBLE ASTERISK (\*\*) CAN BE EXTENDED.*

**Mastery (M):** The student shows mastery of the learning target. The student grasps and applies the key concepts, processes, and skills for the grade-level. This is the expectation for students in the final trimester a learning target appears on the report card. -Literature and Informational Text Learning Target mastery is based on a student's ability to demonstrate mastery using complex, end of year grade-level text expectations.

**Developing Mastery (D):** The student is beginning to, and occasionally does, demonstrate understanding of the target. The student is able to grasp and apply some key concepts, processes, and skills but may need additional support at times to be successful.

**Not Mastering (N):** The student is not mastering and has made little progress toward mastery of the target. The student is working on concepts, processes, and skills learning to grade level work. The student needs additional support and practice to show progress towards grade-level expectations.

**No Grade (NG):** The student was not assessed during this term for this standard.

**Not Enough Evidence (NEE):** The teacher does not have enough evidence to determine mastery. See comments for more information.

**REPORTING SCALE FOR EFFORT**

**Extends (E)**

The student CONSISTENTLY and INDEPENDENTLY demonstrates exceptional effort.

**Mastery (M)**

The student CONSISTENTLY demonstrates effort, requiring SOME PROMPTING. (This is the expectation)

**Developing Mastery (D)**

The student OCCASIONALLY demonstrates effort, requiring FREQUENT PROMPTING.

**Not Mastering (N)**

The student RARELY demonstrates effort, requiring FREQUENT PROMPTING.

**REPORTING SCALE FOR LEARNER CHARACTERISTICS**

**4.0:** The student CONSISTENTLY and INDEPENDENTLY meets expectations.

**3.0:** The student CONSISTENTLY meets expectations with SOME REDIRECTION. (This is the expectation for students)

**2.0:** The student OCCASIONALLY meets expectations and requires FREQUENT REDIRECTION.

**1.0:** The student RARELY meets expectations and requires FREQUENT REDIRECTION.

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Fifth Grade Literacy~ - Mrs. J. Aldridge		T1
<b>Literacy</b>		
<b>Literature</b>		
**(T1,T2,T3) Quote accurately from the text using explicit and inferred details when determining a theme, explaining a character's response to challenges, comparing and contrasting characters, settings and events, and when summarizing a text.		
**(T1,T3) Describe how a narrator's or speaker's point of view influences how events are described.		
**(T1,T2,T3) Compare and contrast stories in the same genre on their approaches to similar themes and topics.		
<b>Informational Text</b>		
**(T1,T2,T3) Quote accurately from the text using explicit and inferred details when determining two or more main ideas, when summarizing a text, and when explaining the relationship or interactions between two or more individuals, events or ideas in a historical, scientific or technical text.		
<b>General Writing: Production and Distribution</b>		
**(T1,T2,T3) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
<b>General Writing: Conventions</b>		
(T1,T2,T3) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
(T1,T2,T3) Demonstrate command of the conventions of standard English capitalization and punctuation when writing.		
(T1,T2,T3) Know and apply the conventions of grade-level spelling when writing.		
<b>Opinion Writing</b>		
**(T1,T3) Write opinion pieces on topics or texts by introducing a topic clearly, stating an opinion, creating a clear organizational structure, and providing a concluding statement or section.		
**(T1,T3) Write opinion pieces on topics or texts by supporting a point of view with reasons and information that are logically ordered and clearly linked.		
<b>Writing: Informative/Explanatory</b>		
<b>Writing: Narrative</b>		
<b>Foundational Skills: Phonics and Word Recognition</b>		
(T1,T2,T3) Know and apply grade-level phonics and word analysis skills in decoding words.		
<b>Foundational Skills: Fluency</b>		
(T1,T2,T3) Read with sufficient accuracy and fluency to support comprehension.		
<b>Language: Vocabulary</b>		
(T1,T2,T3) Determine or clarify the meaning of unknown and multiple-meaning word and phrases, and demonstrate understanding of figurative language, word relationships and nuances in word meanings, based on grade 5 reading and content, choosing flexibly from a range of strategies.		
EFFORT: Demonstrates attitudes and behaviors that lead to successful learning.		

Fifth Grade Math~ - Mrs. J. Aldridge		T1
<b>Math</b>		
<b>Number and Operations in Base Ten</b>		
**(T1) Recognize a digit is 10 times as much as the place to its right and is 1/10 the place to its left.		
**(T1) Use and explain patterns in powers of 10.		
**(T1) Write and compare decimals to thousandths using base-ten numerals, number names, and expanded form.		
**(T1) Use place value understanding to round decimals to any place.		
**(T1) Fluently multiply multi-digit whole numbers using a standard algorithm.		
**(T1) Find whole-number quotients with up to four-digit dividends and two-digit divisors using a range of strategies.		
**(T1) Add and subtract decimals to hundredths using a range of strategies and explain the strategy used.		
**(T1) Multiply and divide decimals to hundredths using a range of strategies and explain the strategy used.		
EFFORT: Demonstrates attitudes and behaviors that lead to successful learning.		

Fifth Grade Learner Characteristics - Mrs. J. Aldridge		T1
<b>Learner Characteristics</b>		
Manages time effectively to complete tasks.		
Completes homework assignments on time.		

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<b>Fifth Grade Learner Characteristics - Mrs. J. Aldridge (continued)</b>		<b>T1</b>
Follows spoken and/or written directions.		
Demonstrates expected school behaviors.		
Organizes classroom materials and work space effectively.		
Shows respect for the safety and feelings of others.		
Participates actively in class.		
Cooperates effectively with others.		
<b>Fifth Grade Science~ - Mrs. J. Aldridge</b>		<b>T1</b>
<b>Science</b>		
Physical Science		
(T1) Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.		
Life Science		
(T1) Support an argument that plants get the materials they need for growth chiefly from air and water.		
(T1) Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.		
Earth and Space Science		
Demonstrates attitudes and behaviors that lead to successful learning.		
<b>Fifth Grade Social Studies~ - Mrs. J. Aldridge</b>		<b>T1</b>
<b>Social Studies</b>		
Economics		
Geography		
Government/Civics		
History		
**(T1) Describe how slavery affected the growth of the English colonies.		
**(T1) Describe how indentured servitude affected the growth of the English colonies.		
Demonstrates attitudes and behaviors that lead to successful learning.		
<b>Fifth Grade Music~ - Mrs. J. Coleman</b>		<b>T1</b>
<b>Music</b>		
Connections: History, Culture and Connections to other academic areas		
(T1,T2) Compare musical styles from different cultural settings based on major historical events.		
Creating: Improvising and Composing		
(T1,T2) Compose a song with lyrics using a Pop music song form.		
Listening: Describing and Evaluating		
(T1) Listen to a piece of music and display 3 elements of music in movements or performance.		
Notation: Using Music Notation		
Performing: Singing and Playing Instruments		
**(T1,T2) Perform on an instrument of choice in a small group demonstrating expressive techniques (phrases, dynamics, feeling, and focus).		
Demonstrates attitudes and behaviors that lead to successful learning.		
<b>Fifth Grade Physical Education~ - Mrs. J. Cigrand</b>		<b>T1</b>
<b>Physical Education</b>		
Movement Skills		
(T1-T3) Demonstrate control while manipulating objects, when changing direction and/or distance.		
Physical Fitness		
(T1) Identify principles of training and activities that positively impact overall fitness.		

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Fifth Grade Physical Education~ - Mrs. J. Cigrand (continued)		T1
<b>Team Building</b>		
(T1-T3) Perform independently and cooperatively when participating in physical activity.		
(T1-T3) Demonstrate knowledge of rules when participating in a group or individual physical activity.		
<b>Health Promotion, Prevention and Treatment</b>		
<b>Human Body Systems</b>		
(T1) Identify the parts of the circulatory system		
<b>Communication and Decision Making</b>		

Fifth Grade Art~ - Mrs. K. Lindgren		T1
<b>Art</b>		
<b>Exhibits Art Etiquette</b>		
(T1,T2,T3) Follow classroom rules		
<b>Creation and Production of Art</b>		
(T1) Identify and use parallel, perpendicular, vertical, and horizontal lines.		
(T1) Incorporate pattern to enhance artwork.		
(T1) Incorporate texture to enhance various forms of three dimensional artwork.		
(T1,T2,T3) Demonstrate historical styles and techniques.		
Demonstrates attitudes and behaviors that lead to successful learning.		

Fifth Grade Band~ - Mr. D. Nagle		T1
<b>Band</b>		
<b>Performance</b>		
**(T1,T2,T3) Demonstrate new notes.		
**(T1,T2,T3) Perform in new key signatures.		
**(T1,T2,T3) Demonstrate new rhythms.		
<b>Technique</b>		
**(T1,T2,T3) Demonstrate appropriate instrument posture.		
**(T1,T2,T3) Demonstrate appropriate articulation/sticking.		
**(T1,T2,T3) Demonstrate appropriate embouchure/grip.		
**(T1,T2,T3) Demonstrate appropriate breathing/stroke.		
**T1d. (T1,T2,T3) Demonstrate instrument-specific techniques.		
<b>Theory</b>		
**(T1,T2,T3) Read new notes.		
**(T1,T2,T3) Read new key signatures.		
**(T1,T2,T3) Read new rhythms.		
**(T1,T2,T3) Use terminology to create an effective performance.		
<b>BAND Work Habits</b>		
<b>Attendance</b>		
Practice Sheets and Homework		
<b>Materials</b>		
<b>Behavior</b>		