**Fifth Grade Report Card**

**California State Standards and Social Development Performance**

**LANGUAGE ARTS**

**READING LITERATURE AND INFORMATIONAL TEXT**
- RL.5.1: Delineates main ideas and supporting details in a text when writing or speaking about the text
- RL.5.2: Determines a theme of a story from details in the text

**SPEAKING AND LISTENING**
- W.5.1: Writes opinion pieces in which they state a clearly focused claim and provide reasons that support and explain their claim
- SL.5.1: Engages effectively in collaborative discussions by maintaining relevant on the topic and contributing to the discussion

**MATHEMATICS**

**NUMBER SENSE: PLACE VALUE**
- 1.1-1.2: Understands and computes various and very small and very large numbers
- 1.3-1.4: Determines and uses prime factors using experimental solutions
- 1.5: Determines and uses prime factors using experimental solutions

**NUMBER SENSE: COMPUTATION WITH WHOLE NUMBERS**
- 2.1: Adds and subtracts mixed numbers and whole numbers
- 2.2: Creates and uses information from math problems

**NUMBER SENSE: COMPUTATION WITH FRACTIONS**
- 2.3: Adds and subtracts fractions and mixed numbers with unlike denominators
- 2.4-2.5: Multiplies and divides fractions and mixed numbers

**SCIENCE**

**PHYSICAL EDUCATION**
- Physical Education: Demonstrates gross motor and movement skills
- Physical Education: Demonstrates balance and coordination

**FINE ARTS**
- Fine Arts: Engage effectively in collaborative discussions by making comments that contribute to the discussion and elaborate on the remarks of others

**HISTORY/SOCIAL SCIENCE**
- History/Social Science: Uses the scientific method to plan and conduct investigations

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
- 4: Meets the standard
- 3: Approaching the standard
- 2: Needs more practice to develop
- 1: Needs more time/practice to develop

**ATTENDANCE**
- Days Tardy (including excused)
- Days Absent (including excused)

**TEACHER'S COMMENTS:**
1st Trimester

**Reporting Periods**
- 1st Conference
- 2nd Conference

** Californian English Language Development Test Scores**

**Name: _____________________________**

**School: _____________________________**

**Year: _____________________________**

**Teacher: _____________________________**

**S.F.USD**
THE STANDARDS-BASED REPORT CARD: REPORTING STUDENT PROFICIENCY

The Standards-Based Report Card (SBRC) is a tool for the San Francisco Unified School District (SFUSD) to communicate a student’s progress towards achieving California standards. Instead of letter grades, students receive marks that describe proficiency levels for a specific standard. Please see online rubrics for detailed information about the proficiency levels for each standard listed on the SBRC (http://web.sfusd.edu/Services/research_public/sbrc_rubrics).

There may be some additional marks on the report card if your child is identified as an English Language Learner and/or enrolled in a Dual Language Immersion Pathway program. The SBRC includes California English Language Development Standards (CA ELD Standards) for students who are English Language Learners. The CA ELD Standards describe key skills and knowledge that students learning English as a new language need. The CA ELD Standards are listed beneath the corresponding English Language Arts standards. Students enrolled in a Dual Language Immersion Pathway program will have a proficiency level indicator for the standards in the target language.

### KEY TERMS

**PROFICIENCY LEVEL INDICATORS**

Indicators are used to report where students are in meeting the end of year expectations. All students will receive proficiency indicators for the standards identified on the SFUSD SBRC. English Language Learners will also receive additional marks for their level of proficiency in the English language related to specific CA ELD Standards.

**STANDARDS**

Statements that identify what a student should know and be able to do by the end of a school year. Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.gov/be/st/ss/index.asp. Please Note for English Language Arts Standard 10 Range of Reading and Text Complexity (for RL and RI), marks indicate proficiency level by the end of a given trimester as delineated on the Standard 10 Rubric.

**RUBRICS**

SFUSD Rubrics describe proficiency indicators for the selected standards.

### PROFICIENCY LEVEL INDICATORS

<table>
<thead>
<tr>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

**Reading Foundational Skills, Language and Range of Reading and Level of Text Complexity**

| P | Proficient: Student meets or exceeds the standard. |
| N | Needs Improvement: Student needs more time to practice and to develop this skill. |

**English Language Development Standards**

| BR | **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The ‘bridge’ alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. |
| EX | **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level. |
| EM | **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language. |

**Fine Arts, Social Development and Work Habits**

| O | **Outstanding:** Student demonstrates outstanding fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will contribute to the student’s success both in and out of the classroom. |
| S | **Satisfactory:** Student demonstrates satisfactory fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will support the student’s success both in and out of the classroom. |
| N | **Needs Improvement:** Student does not demonstrate satisfactory fine arts participation, social development and/or work habits in the identified area. Improvement in this area is necessary for the student’s continued success. |