Fifth Grade Report Card
California State Standards and Social Development Performance

Name: __________________________________

Over All Speaking

Teacher: ________________________________

School: _____________________ Year: _______

MATHEMATICS

T1 T2 T3
Number Sense/Place Value
1.1 Reads, rounds, and compares very large and very small numbers
1.2 Adds, subtracts, multiplies, and divides whole numbers
1.4 Determines and writes prime factors using experimental method
1.5 Represents decimal, fraction, mixed number, and positive/integer arithmetic

Number Sense/Computation with Whole Numbers
2.1 Adds and subtracts whole and mixed numbers
2.2 Represents whole and mixed numbers

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

Number Sense/Computation with Decimals
2.1 Adds and subtracts decimals
2.1 Multiplies and divides decimals

Algebra/Functions
3.2 Generates rules and equations using their functions

Measurement and Geometry
1.1 Understands and computes area for a variety of figures
1.2-1.3 Understands and computes surface area and volume of cubes and rectangular prisms
1.4 Measures and draws angles, lines, and shapes
1.2 Organizes, displays, and interprets data in appropriate graphs

Statistics, Data Analysis and Probability
1.1 Finds mean, median, and mode
1.2 Organizes, displays, and interprets data in appropriate graphs

Reading Foundational Skills
RF.5.1 Apply grade-level phonics and word analysis skills in decoding words.
RF.5.2 Apply grade-level phonics and word analysis skills in decoding words.
RF.5.3 Apply grade-level phonics and word analysis skills in decoding words.

Reading: Foundational Skills
RL.5.1 Reads accurately from a text when explaining what the text says and when drawing inferences from the text
RL.5.2 Determines a theme of a story from details in the text, summarizes the text

Reading/Viewing Closely
SELD Part 1: Reading/Viewing closely
1.1 Comprehends text of more than 300 words from informational text and explains how they are supported by key details; summarizes the text
SELD Part 2: Reading/Viewing closely
1.1 Comprehends text of more than 300 words from informational text and explains how they are supported by key details; summarizes the text

Writing
W.5.1 Write opinion pieces in which they state a point of view, provide logically ordered reasons, and include a concluding section related to the opinion presented
W.5.2 Write informative/explanatory text in which they develop the topic with facts, details, or quotations related to information presented, and provide a concluding section related to the information presented
W.5.3 Write narratives in which they develop real or imagined experiences, orient the reader by establishing a situation, effectively use narrative techniques, and provide a conclusion

Speaking and Listening
SL.5.1 Engage effectively in collaborative discussions by contributing comments that contribute to the discussion and elaborate on the remarks of others
SL.5.2 Sustains the points a speaker makes and explains how each claim is supported by reasons and evidence
SL.5.3 Sustains the points a speaker makes and explains how each claim is supported by reasons and evidence
SL.5.4 Reports on a topic or present an opinion, using ideas logically and using appropriate vocabulary to support ideas
SL.5.5 Supporting opinions
SL.5.6 select language, vocabulary

History/Social Science
HISTORY/SOCIAL SCIENCE
T1 T2 T3
5.1 Describes the geography, culture, and government of pre-Columbian settlements
5.2 Demonstrates understanding of the cultures of pre-Columbian settlements
5.3 Understands the relationship between Native Americans and settlers
5.4 Understands the development of the Colonial era
5.5-5.6 Understands the causes, major events, and consequences of the American Revolution
5.7 Understands the role and history of the Constitution
5.8 Understands that the solar system consists of planets and other bodies that orbit the Sun
5.9 Knows the 50 states and their capitals

Physical Education
PHYSICAL EDUCATION
T1 T2 T3
Demonstrates gross motor and movement skills
Demonstrates fine motor and manipulative skills
Demonstrates balance and coordination

Fine Arts
T1 T2 T3
Visual Arts
Performing Arts

Social Development and Work Habits
T1 T2 T3
Consistently shows effort

California English Language Development Test Scores
Test Date Listening Speaking Reading Writing Over All

ATTENDANCE
T1 T2 T3
Days attended
Days absent (including excused)

TEACHER'S COMMENTS:
1st Trimester

Proficiency Level Key

Content Standards
4...exceeds the standard
3...meets the standard
2...approaching the standard
1...needs more time/practice to develop
0...not assessed this period

Reading Foundational Skills, Language and Range of Reading and Level of Text Complexity
P...demonstrates proficiency
N...needs more time/practice to develop
I...not assessed this period

English Language Development (ELD)
Standards
BR...Beginning
EX...Expanding
EM...Emerging
I... not assessed this period

Fine Arts, Social Development and Work Habits
O...outstanding
S...satisfactory
N...needs more time/practice to develop
I...not assessed this period

REPORTING PERIODS
1st Trimester
2nd Trimester
3rd Trimester

Parent/Guardian signature Date

2013-14 • San Francisco Unified School District • 555 Franklin Street • San Francisco • CA • 94102
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.

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