**Name:** __________________________________

**School:** _____________________ **Year:** _______

**California English Language Development Test Scores**

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Over All**

- **Test Date**
  - **Listening**
  - **Speaking**
  - **Reading**
  - **Writing**

**School:** _____________________

**Fifth Grade Report Card**

- **SCIENCE**
  - **MATHEMATICS**
    - **Number Sense: Computation with Whole Numbers**
      - 2.1 Reads and understands story problems involving addition and subtraction of whole numbers
      - 2.2 Demonstrates proficiency with division of whole numbers
  - **Number Sense: Computation with Fractions**
    - 2.3 Adds and subtracts fractions and mixed numbers with unlike denominators
    - 2.4 Multiplies and divides fractions and mixed numbers
  - **Number Sense: Computation with Decimals**
    - 2.1 Adds and subtracts decimals
    - 2.3 Multiplies and divides decimals
  - **Algebra & Functions**
    - 1.2 Uses a letter to represent an unknown quantity
  - **Measuring & Data Analysis**
    - 2.1 Understands and computes area for a variety of figures
    - 2.2 Understands and computes surface area and volume for cubes and rectangular prisms
    - 2.3 Measures and draws angles, lines, and shapes
    - 2.4 Understands and applies rules regarding the sums of angles
  - **Mathematics, Data Analysis and Probability**
    - 2.1 Differentiates between and uses range, mean, median, and mode
    - 2.2 Organizes, displays, and interprets data in appropriate graphs
  - **Mathematical Reasoning**
    - 2.1 Determines knowledge and use of grade-level problem solving
    - 2.2 Determines knowledge and use of grade-level geometry
    - 2.3 Determines knowledge and use of grade-level multiplication
    - 2.4 Determines knowledge and use of grade-level arithmetic
    - 2.5 Determines knowledge and use of grade-level algebra
    - 2.6 Determines knowledge and use of grade-level statistics
    - 2.7 Determines knowledge and use of grade-level functions
    - 2.8 Determines knowledge and use of grade-level probability
    - 2.9 Determines knowledge and use of grade-level representation
    - 2.10 Determines knowledge and use of grade-level communication

- **HISTORY/SOCIAL SCIENCE**
  - **Programs in which the student is participating:**
    - English Language Development (ELD)
    - Bilingual

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

- **TEACHER REMARKS:**

**REPORTING PERIODS:**

- **Q1**
  - **Q2**
  - **Q3**
  - **Q4**

- **PERFORMANCE ARTS:**
  - **Visual Arts**
  - **Drama**
  - **Dance**
  - **Music**
  - **Arts and Technology**

- **SPECIAL EDUCATION:**
  - **English Language Development (ELD)**
  - **Bilingual**
  - **Student Support Team (SST)**
  - **Special Education**
  - **Resource Specialist (RSP)**
  - **Other:**

- **Parent/Guardian signature:**

- **Date:**

**Performance Levels Key**

- **Content Standards**
  - 1.... Not assessed this quarter
  - 2.... Needs more time/practice to develop
  - 3.... Meets the standard
  - 4.... Exceeds the standard

- **Fine Arts, Social Development and Work Habits**
  - U..... Unsatisfactory
  - S..... Satisfactory
  - O..... Outstanding

- **Reporting Periods:**
  - Q1 = 1st Quarter
  - Q2 = 2nd Quarter
  - Q3 = 3rd Quarter
  - Q4 = 4th Quarter

- **Parent/Guardian signature:**

- **Date:**
THE STANDARDS-BASED REPORT CARD: REPORTING STUDENT PERFORMANCE

WHAT IS A STANDARDS-BASED REPORT CARD?
The Standards-Based Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate a student’s progress towards achieving California standards. For report cards to be useful, parents/guardians need to know what students are expected to learn at each grade level and how the teacher will evaluate the quality of student work.

WHY DOES THE SFUSD USE A STANDARDS-BASED REPORT CARD?
Standards-Based Report Cards are used for the purpose of communicating student progress with parents/guardians and is at the very core of accountability. The SFUSD developed this Standards-Based Report Card, with input from parents/guardians, teachers, principals and other stakeholders, to clearly communicate student progress and highlight the importance of meeting grade level standards.

The Standards-Based Report Card highlights the value of the California standards and the importance of students achieving these standards in all core areas: English-Language Arts, History/Social Science, Mathematics and Science. Through the Standards-Based Report Card, the SFUSD communicates what standards are being taught, the progress the student is making, and what must be learned to meet the standards.

KEY TERMS

| ASSESSMENT | The ongoing process of gathering data and giving feedback about a student’s performance for the intended purpose of identifying a student’s strengths and weaknesses, improve and guide instruction, and document student progress. |
| PERFORMANCE LEVEL | This indicates a student’s level of understanding and/or performance based on the California Department of Education standards set for a particular grade level. |
| BENCHMARK | The performance level a student demonstrates toward mastering a standard when he or she is tested throughout the year. |
| STANDARDS | A statement that identifies what a student should be taught and be able to do by the end of the school year. Learning Standards for each content area subject (English-Language Arts, History/Social Science, Mathematics and Science) and grade level are identified in the California Standards and Frameworks. These can be viewed at the California Department of Education website at www.cde.ca.gov/ci. Please note: Standards are intended to determine what students should know and be able to do by the end of a particular grade. Performance levels are set according to the progress a student is making towards mastering those standards. |

PERFORMANCE LEVEL DESCRIPTIONS

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Fine Arts, Social Development and Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceeds the standard</td>
<td>O Outstanding</td>
</tr>
<tr>
<td>3 Meets the standard</td>
<td>S Satisfactory</td>
</tr>
<tr>
<td>2 Approaching the standard</td>
<td>U Unsatisfactory</td>
</tr>
<tr>
<td>1 Needs more time/practice to develop</td>
<td></td>
</tr>
</tbody>
</table>