

Name: _____
 School: _____ Year: _____
 Teacher: _____



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Fifth Grade Report Card

California State Standards and Social Development Performance



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

LANGUAGE ARTS		Q1	Q2	Q3	Q4
Reading: Fluency					
1.1	Reads narrative and expository text aloud with fluency, accuracy, and expression				
Reading: Vocabulary					
1.2-1.4	Uses knowledge of word origins, synonyms, antonyms and homographs to determine the meaning of grade-level vocabulary				
1.5	Understands and explains figurative language				
Reading: Comprehension					
2.0-2.2	Reads and understands grade-level text				
2.3-2.5	Identifies and utilizes a variety of comprehension strategies				
Reading: Analysis					
3.0-3.3	Identifies and analyzes different literary genres				
3.4-3.7	Uses literary elements to interpret and compare text				
Writing: Strategies					
1.0	Uses the writing process to improve the quality of writing				
1.1-1.2	Creates multiple paragraph compositions				
1.4	Uses word processing tools effectively to publish writing				
Writing: Applications					
2.1	Writes narratives				
2.2	Writes responses to literature				
2.3	Writes research reports				
2.4	Writes persuasive compositions				
Writing: Conventions					
1.1	Demonstrates knowledge and use of grade-level sentence structure				
1.2	Demonstrates knowledge and use of grade-level grammar				
1.3-1.4	Demonstrates knowledge and use of grade-level punctuation and capitalization				
1.5	Demonstrates knowledge and use of grade-level spelling				
Listening and Speaking: Strategies					
1.0	Listens critically and responds appropriately with elaboration				
Listening and Speaking: Application					
2.0	Delivers well-developed, focused and coherent presentations				
MATHEMATICS		Q1	Q2	Q3	Q4
Number Sense: Place Value					
1.1	Compares and rounds very large and very small numbers				
1.2	Understands and computes percents				
1.4	Determines and writes prime factors using exponential notation				
1.5	Represents decimals, fractions, mixed numbers, and negative/positive integers on a number line				

MATHEMATICS (continued)		Q1	Q2	Q3	Q4
Number Sense: Computation with Whole Numbers					
2.1	Adds negative numbers and subtracts positive integers from negative integers				
2.2	Demonstrates proficiency with division with one and two digit divisors				
Number Sense: Computation with Fractions					
2.3	Adds and subtracts fractions and mixed numbers with unlike denominators				
2.4-2.5	Multiplies and divides unlike fractions and mixed numbers				
Number Sense: Computation with Decimals					
2.1	Adds and subtracts decimals				
2.1	Multiplies and divides decimals				
Algebra & Functions					
1.2	Uses a letter to represent an unknown quantity and solves simple problems				
1.4-1.5	Writes, solves and graphs equations using linear 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 for cubes and rectangular prisms				
2.1	Measures and draws angles, lines, and shapes				
2.2	Understands and applies rules regarding the sums of angles				
Statistics, Data Analysis and Probability					
1.1	Finds mean, median, and mode				
1.2	Organizes, displays, and interprets data in appropriate graphs				
Mathematical Reasoning					
1.0-3.0	Analyzes problems and uses a variety of methods to explain reasoning				
HISTORY/SOCIAL SCIENCE		Q1	Q2	Q3	Q4
5.1	Describes the geography, culture, and government of pre-Columbian settlements				
5.2	Understands the role and impact of early explorers				
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 immigration and settlement patterns from 1798 to mid-1880				
5.9	Knows the 50 states and their capitals				
SCIENCE		Q1	Q2	Q3	Q4
Physical Science					
1.0 a-e	Understands elements and how their combinations account for all the varied types of matter in the world				

SCIENCE (continued)		Q1	Q2	Q3	Q4
1.0 f-i	Understands the properties of substances and how they are used to separate mixtures and identify compounds				
Life Science					
2.0 a-d	Understands animals have structures for respiration, digestion, waste disposal, and transport of materials				
2.0 e-g	Understands plants have structures for respiration, digestion, waste disposal, and transport of materials				
Earth Science					
3.0	Understands water on Earth moves between the oceans and land through the water cycle				
4.0	Understands energy from the Sun heats Earth unevenly, causing changing weather patterns				
5.0	Understands that the solar system consists of planets and other bodies that orbit the Sun				
Investigation and Experimentation					
6.0 a-h	Uses the scientific method to plan and conduct investigations				
6.0 i	Demonstrates scientific knowledge in written reports and oral presentations				
PHYSICAL EDUCATION		Q1	Q2	Q3	Q4
Demonstrates gross motor and movement skills					
Demonstrates fine motor and manipulative skills					
Demonstrates balance and coordination					
FINE ARTS		Q1	Q2	Q3	Q4
Visual Arts					
Effort and participation					
Performing Arts					
Effort and participation					
Social Development and Work Habits		Q1	Q2	Q3	Q4
Consistently shows effort					
Respects self and others					
Listens attentively					
Meaningfully participates in classroom activities and discussions					
Follows directions					
Completes tasks and assignments					
Completes and returns homework					
Demonstrates organizational skills					
Works independently					
Programs in which the student is participating:					
<input type="checkbox"/>	English Language Development (ELD)	<input type="checkbox"/>	Bilingual		
<input type="checkbox"/>	Student Support Team (SST)	<input type="checkbox"/>	Speech		
<input type="checkbox"/>	Special Education	<input type="checkbox"/>	Resource Specialist (RSP)		
<input type="checkbox"/>	Other _____				

ATTENDANCE				
	Q1	Q2	Q3	Q4
Days Tardy				
Days Absent (including excused)				
TEACHER'S COMMENTS:				
1st Quarter				
2nd Quarter				
3rd Quarter				
4th Quarter				

Performance Levels Key	
Content Standards 4 Exceeds the standard 3 Meets the standard 2 Approaching the standard 1 Needs more time/practice to develop / Not assessed this quarter	Fine Arts, Social Development and Work Habits O Outstanding S Satisfactory U Unsatisfactory / Not assessed this quarter

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



1st Conference _____
 Parent/Guardian signature _____ Date _____

2nd Conference _____
 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	<p>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 web site at www.cde.ca.gov/ci.</p> <p>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.</p>

PERFORMANCE LEVEL DESCRIPTIONS					
Content Standards			Fine Arts, Social Development and Work Habits		
4	Exceeds the standard	Student applies standard in ways that are in-depth and beyond what was taught.	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.
3	Meets the standard	Student consistently demonstrates mastery of the standard.	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.
2	Approaching the standard	Student shows some understanding of the standard and is attempting to consistently meet the standard.	U	Unsatisfactory	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.
1	Needs more time/practice to develop	Student needs more practice in understanding the standard.			