



Boyertown Area School District

Report Card Guide for Parents and Guardians

Grade Five

The updated report card that you are receiving this year was completely revised during the 2017-2018 school year and will continue to be updated throughout the upcoming school years. This report card, aligned with national and state standards, is designed to provide you with specific information about your child's performance in each subject.

This report card guide was written to assist you in understanding the form and the content of the elementary report card.

It is our hope that this guide anticipates and answers your questions. In the event that you need more information, you may contact your child's school and/or teacher.

Grading in Standards-Based Report Cards

A standards-based reporting system is designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Pennsylvania Department of Education and adopted by the district.

A variety of tools may be used to gather evidence of student performance including traditional assessments, teacher observations, and student work. The following are used on the student's report card to indicate the level of performance in relation to the standards.

4 - A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills in a variety of settings. Typically, few students perform at this level.

3 - A student earning a 3 consistently demonstrates an understanding of grade level skills and concepts and requires minimal support.

A 3 throughout the school year indicates strong, excellent work at grade level. The 3 mark is the goal for the grade level and should be celebrated.

2 - A student earning a 2 has not yet met the standard, but is progressing toward achieving skills and learning end-of-year grade level concepts. Some support or intervention from teachers and parents is needed; however, a 2 indicates ongoing growth.

1 - A student earning a 1 is currently not meeting grade level standards. The student demonstrates a lack of understanding and an inability to apply concepts. A 1 indicates minimal growth and the student requires significant intervention from teachers and parents.

Reading Foundational Skills

<i>Knows and applies grade level phonics</i>	Grade 5 students are expected to apply all skills learned in previous grade-levels to read texts. The skills become more complicated in 5th grade as students deal with more advanced vowel sounds, more common prefixes and suffixes as well as more complicated Greek and Latin roots.	T1 -Greek and Latin Roots T2 - Greek and Latin Roots T3 - Greek and Latin Roots
Reading Level		
<i>Reads grade level text with accuracy, fluency, and understanding</i>	As the year progresses, students are expected to independently read and understand increasingly complex texts. Multiple measures are used to determine if a child is advancing towards the end of year expectation.	The expectation varies throughout the year with an end of year goal of Instructional Level V for Fountas and Pinnell.

Reading Comprehension Skills

<i>Summarizes text and analyzes key ideas and details</i>	Grade 5 students are expected to quote evidence from the text when explaining what it means. This goes beyond the literal information presented by authors to include evidence that supports inferences. Students are expected to focus more on analyzing the characters to summarize the text and determine and support a theme. Also, students must use this type of analytical thinking to compare and contrast two or more characters, settings, or events rather than simply describing these elements as required in grade 4. By the end of the year, students are expected to apply these skills to all forms of literature, including poems and dramas. When reading informational texts, grade 5 students are again expected to accurately quote statements to explain what the text says and to draw inferences. This skill becomes critical as students must identify multiple main ideas in an informational text and explain how the key details support each. When looking at the key details, grade 5 students must connect people, ideas, and events within the text. Students look at the people, ideas, and things that happen in a text to make some decisions about how they are related such as cause/effect, problem/solution, compare/contrast, sequence of events, etc.	T1 - Literature Texts T2 - Informational Texts T3 - All Texts
<i>Analyzes structure and elements of text</i>	Grade 5 students are expected to continue the work of determining the meaning of unknown words and phrases by working with figurative language such as similes and metaphors. In grade 4, students simply looked at the differences between poems, dramas, and prose. In grade 5, students examine the overall structure of a piece of literature to explain how the author organized the individual parts to work together. The analysis within a text continues to deepen as 5th grade students also evaluate how the point of view in a text affects how the events are described. With informational texts, students continue to apply their skills using context clues to determine the meaning of words and phrases in Grade 5 texts. In grade 4, students described the structure of one text while grade 5 students must compare multiple texts to decide how their structures are similar or different. Students also analyze point of view across multiple texts and examine the similarities and differences in point of view.	T1 - Literature Texts T2 - Informational Texts T3 - All Texts

Reading Comprehension Skills (Continued)

<i>Integrates ideas across texts</i>	<p>Grade 4 students compare stories within the same genre and how the events deal with similar themes. By grade 5, students are comparing and contrasting how stories in the same genre address a similar theme. This means they must analyze how the authors reveal the shared theme. In grade 5, students draw on information from more than one text to answer questions. The sources of information could be traditional text, digital resources, text features, etc. Students also analyze the reasons and evidence author’s use to support a main point. They must also identify the specific reasons from the text that support the main point or argument.</p> <p>Finally, in grade 4, students focused on integrating information from two texts. In grade 5, students are expected to use the information across more than two texts to explain a point common to all of the texts.</p>	<p>T1 - Literature Texts T2 - Informational Texts T3 - All Texts</p>
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Writing

<i>Writes narrative, opinion or informational pieces appropriate to grade level standards</i>	<p>Writing in grade 5 expands on the expectations from grade 4 and expects students to focus on writing a cohesive piece with the appropriate pacing of information.</p>	<p>T1 - Narrative Writing T2 - Informative/Explanatory Writing T3 - Opinion Writing</p>
<i>Uses appropriate capitalization and punctuation when writing</i>	<p>In grade 5, students continue to learn more capitalization and punctuation rules. There is a greater focus on more advanced uses of the comma and how to indicate the titles of works.</p>	<p>Assessed all three trimesters based on the amount of support needed to apply expected skills.</p>
<i>Uses appropriate grammar when writing</i>	<p>Students are expected to be able to form and use appropriate verb tenses when writing. In addition, they must be able to explain the functions of conjunctions, prepositions, and interjections and their roles in the structure of a sentence.</p>	<p>Assessed all three trimesters based on the amount of support needed to apply expected skills.</p>
<i>Uses appropriate spelling when writing</i>	<p>Students are expected to apply what they have learned about spelling patterns and phonics to their independent writing pieces.</p>	<p>Assessed all three trimesters based on the amount of support needed to apply expected skills.</p>

Note: As BASD continues to review our new math resources, some minor adjustments may occur to the Trimester 3 descriptors.

Math		
<i>Trimester Grade</i>	Grade 5 math teachers will include both a percentage and a standards based evaluation on the report card. The percentage will provide an overall view of a student's progress during the trimester. Scores from assessments, quizzes, and other classroom-based assessments are used to calculate the trimester grade.	T1 - Assessed T2 - Assessed T3 - Assessed
<i>Understands place value of whole numbers and decimals</i>	Students have already learned that in multi-digit numbers, one place represents ten times the place to its right. Grade 5 students must learn that the opposite is also true: the digit in one place is 1/10 of what it represents in the place to its left. Students also expand their knowledge of place value to include the pattern with a decimal point when multiplying or dividing by a power of ten and using exponents to express powers of ten. Students go beyond decimals in the hundredths to read, write and compare decimals to the thousandths place. Grade 5 students are also expected to round decimals to any place.	T1 - Assessed T2 - Not Assessed T3 -
<i>Performs operations with whole numbers and decimals</i>	In grade 5, students must perform all operations with decimals to the hundredths place. As students develop their understanding of operations with decimals, they can use a model (concrete objects), drawings and strategies based on place value to perform operations with decimals. Grade 5 students are also expected to explain their reasoning for finding a solution.	T1 - Assessed T2 - Assessed T3 -
<i>Understands numerical expressions</i>	In 5th grade, students begin using grouping symbols (parentheses, brackets, or braces) to further develop the concept of the order of operations. Students also learn how to write and interpret simple expressions that contain at least 1 variable. Students are not expected to find the solution to the expression.	T1 - Assessed T2 - Assessed T3 -
<i>Adds and subtracts all fractions</i>	In grade 5, students use equivalent fractions as a method for adding and subtracting fractions with unlike denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students are also expected to apply this understanding to solve word problems.	T1 - Not Assessed T2 - Assessed T3 -
<i>Multiplies and divides fractions</i>	Students are expected to multiply fractions including fractions greater than one and mixed numbers. They multiply fractions efficiently and accurately as well as solve problems in both contextual and non-contextual situations. Students also examine how numbers change when we multiply by fractions. Fifth grade is the first time that students are dividing with fractions. Students divide whole numbers by unit fractions (e.g. $4 \div \frac{1}{3}$) and unit fractions by whole numbers ($\frac{1}{5} \div 8$).	T1 - Not Assessed T2 - Assessed T3 -

Math (Continued)

<p><i>Finds volume of 3D shapes</i></p>	<p>Students deepen their understanding of volume to measure the volume of solid figures. Students begin by counting the unit cubes that “fill” a solid figure to determine the volume. Once an understanding of volume has been developed, students will use multiplication and addition to solve real world problems involving volume. The formula for volume (L x W x H) is applied to finding the volume for all shapes including complex ones.</p>	<p>T1 - Not Assessed T2 - Assessed T3 -</p>
<p><i>Represents and interprets data</i></p>	<p>In fifth grade, students are expected to identify and label unit fractions on a line plot while also solving problems related to the data present on these line plots. By the end of the year, students are also working on transferring information from one type of chart or graph to another and solving problems connected to the data.</p>	<p>T1 - Not Assessed T2 - Assessed T3 -</p>
<p><i>Classifies shapes by properties of their lines and angles</i></p>	<p>Students are expected to identify the common attributes of 2-D shapes and sort them into categories based on these attributes. Fifth graders extend the classification into a second level of attributes. For example, shapes may first be sorted into groups by the number of sides. Once that sort is complete, each of the groups is then divided by the number of right angles. This creates a hierarchy of the shapes sorted first by one attribute and then by the second.</p>	<p>T1 - Not Assessed T2 - Not Assessed T3 -</p>
<p><i>Graphs points on a coordinate plane</i></p>	<p>Fifth grade is the first introduction to the coordinate plane, all its parts (x-axis, y-axis, etc.), and graphing coordinates or ordered pairs. Students must learn all of this new information, as well as learn how to graph coordinates in the first quadrant of the coordinate plane.</p>	<p>T1 - Not Assessed T2 - Not Assessed T3 -</p>
<p><i>Generates and compares patterns with two rules</i></p>	<p>Students analyze patterns of numbers and translate these numbers onto coordinate grids. Students must also focus on identifying the relationship between patterns on given rules before graphing the ordered pairs on a coordinate plane.</p>	<p>T1 - Not Assessed T2 - Not Assessed T3 -</p>

