

5th Grade

A Parent's Guide to the Elementary Report Card



MISSION STATEMENT

Our vision is to provide District 200 stakeholders with an elementary student-reporting document that aligns to our curriculum, addresses the needs of students, is clearly understood, and is consistently implemented across the district.

BASIC PREMISES OF THE K–5 STUDENT ACHIEVEMENT REPORTS

- ▶ This report card is aligned to the District 200 curriculum and the *Illinois Learning Standards*.
- ▶ This is an achievement-based report card. It is designed to report individual student achievement as it relates to the standards and expectations for each specific grade level.
- ▶ It is understood that achievement and effort are not always the same. The achievement grades are designed to provide parents with a measure of their student's achievement of grade-level expectations. The effort grade reflects the student's personal diligence toward reaching academic potential.
- ▶ The Work Habits, Citizenship, and Responsibility area of the report card reflects behaviors that contribute to optimal student learning and social development.

Work Habits, Citizenship, Responsibility, Listening and Speaking

This section provides an opportunity for the teacher to report the student's demonstration of those behaviors that contribute to optimal student learning and social development.

It has been placed at the forefront of the report card to indicate the importance we place on these behaviors. Each child has the potential to demonstrate these behaviors on a consistent basis. **Please Note:** *Completes on time typically includes both class work and homework.*

Effort

Although this is an achievement-based report card, student effort is highly valued. The effort grade is not a part of the achievement grade. However, student effort can impact the grade achieved.

Achievement

This is an achievement-based report card and is directly correlated to the curricular expectations for each grade level. Therefore, the achievement grades in each content area reflect the student's mastery of grade level standards and expectations. Skills listed in parentheses provide examples of what is assessed at that grade level in each subject area, but are not intended to be limiting or all-inclusive. Subcategories with boxes are graded. Bulleted points are not graded and are there for explanation only.

As the school year progresses and grade level expectations increase, a student's grade may change from 4 to 3. **Please Note:** *A "3" indicates that the student is meeting grade level expectations for the designated grading period. A "4" indicates that the student is achieving above and beyond grade level expectations.*



Grading Codes *Grades 4 & 5*

Achievement (May use plus or minus)

- A Outstanding Performance
- B Good Performance
- C Satisfactory Performance
- D Unsatisfactory Performance
- F Failing to Achieve
- / Not Assessed

Achievement in subcategories and Effort (No plus or minus)

- 4 Excels in Grade Level Expectations
- 3 Meets Grade Level Expectations
- 2 Working Toward Grade Level Expectations
- 1 Minimal Progress Toward Grade Level Expectations
- / Not Assessed



A star (*) symbol indicates that a student is working on a modified curriculum that is different than his/her grade level, either above or below. In that case, the achievement grade indicates mastery of the curriculum that the student is actually using. A star symbol will be used only when the parent and building principal have been included in a discussion of the student's need for a change and have completed a formal written document.

Modified curriculum can be determined by an IEP, a 504 Plan or a separate plan developed through

a collaborative effort between the parent and the school staff. This includes gifted students in reading and/or math, or a student just developing English language.

A modified curriculum is a totally different curriculum due to significant differences in a student's learning needs. These needs may be met through the gifted replacement program, the special education program, the ELL program, or through the classroom teacher.

Specialists' Grades

Grades are given in all four quarters in physical education, art, and music in grades 1–5. Physical education, music, and art teachers provide the grades for all students their assigned areas. Physical education includes effort and achievement grades. Art and music are graded on effort only; therefore, a grade of "4" can be attained by students who put forth extra effort.

Teachers of the Gifted Program provide both achievement and effort grades for their students in mathematics and/or reading. A star () symbol should be attached to these grades since the curriculum is different from the designated grade level curriculum.*

PHYSICAL EDUCATION

Effort

The effort grade is not part of the achievement grade. However, it is an important component of a healthy, active lifestyle. Effort demonstrates a willingness to participate in all physical activities.

- ▶ Actively participates in activities
- ▶ Follows directions and instructions
- ▶ Works independently during lessons
- ▶ Willingly participates and cooperates in group activities
- ▶ Quickly transitions from one activity to the next activity

Work Habits

The work habit grade reports the student's demonstration of those behaviors that contribute to optimal student learning and social development.

- ▶ Willingly shares equipment
- ▶ Observes safety rules
- ▶ Uses equipment responsibly
- ▶ Courteous toward others in speech and action
- ▶ Listens without disruptive behavior
- ▶ Demonstrates self-control

Basic Movement/Locomotor Skills

Basic movement concepts are introduced to teach children ways to move safely in general or personal space using various levels, directions, and pathways. Locomotor skills are introduced that include developmentally appropriate applications of

walking, running, skipping, sliding, galloping, leaping, hopping, and jumping.

Ball Handling Skills

Ball handling skills develop eye-hand and eye-foot coordination. These skills encompass kicking, rolling, bouncing, throwing, and catching.

Striking

Striking skills use body parts or implements to propel an object. Examples of striking with body parts include beach balls, balloons, and volleyballs. Striking with an implement includes bats, rackets, and hockey sticks.

Tumbling

Tumbling includes the basic fundamental of weight transfer, balance, and coordinated movements. Skills may include animal walks, rolling, balance beam, and cartwheels.

Rhythmic Skills

Rhythmic skills include moving to music or simple beats. Activities may include the use of jump ropes, rhythm sticks, juggling sticks, and dance steps.

Fitness

Vigorous exercise and activities are essential to the healthy development of mind and body. Activities that promote a healthy, active lifestyle are used each day in physical education. These activities are designed for the total involvement of each student in some type of movement. The components of aerobic endurance, muscular strength/endurance, and flexibility are assessed at grades 3–5. The assessment tool is the Cooper Fitnessgram.