

2016-17 Report Card
Elementary School Name

School address

Principal

Phone:

Student Name:

Grade: 5th

Student ID:



Attendance	Q1	Q2	Q3	Q4	Total
Absences					
Tardies					

Promoted Placed Retained

Academic Performance for Grade Level Standards

1	Performance is below standard, and student needs much teacher support, frequent re-teaching, and additional practice.
2	Performance is approaching standard, and student applies learned skills with some teacher support.
3	Performance meets standard, and student produces quality work with little to no teacher support. (grade level expectation)
4	Performance exceeds standard, and student consistently produces outstanding work independently.
X	Not assessed at this time
*	See IEP progress report

GRADE REPORT

English/Language Arts					Mathematics				
(Teacher) Summative Average	Q1	Q2	Q3	Q4	(Teacher) Summative Average	Q1	Q2	Q3	Q4
Reading Foundation Skills	Q1	Q2	Q3	Q4	Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Phonics and Word Recognition					Write and interpret numerical expressions				
Fluency					Analyze patterns and relationships				
Reading Literature	Q1	Q2	Q3	Q4	Number and Operations in Base Ten	Q1	Q2	Q3	Q4
Key Ideas and Details					Understand the place value system				
Craft and Structure					Perform operations with multi-digit whole numbers and with decimals to hundredths				
Integration of Knowledge and Ideas					Number and Operations-Fractions	Q1	Q2	Q3	Q4
Reading Informational	Q1	Q2	Q3	Q4	Use equivalent fractions as a strategy to add and subtract fractions				
Key Ideas and Details					Apply and extend previous understandings of multiplication and division to multiply and divide fractions				
Craft and Structure					Measurement and Data	Q1	Q2	Q3	Q4
Integration of Knowledge and Ideas					Convert like measurement units within a given measurement system				
Writing	Q1	Q2	Q3	Q4	Represent and interpret data				
Text Types and Purposes					Geometric Measurement: understand concepts of volume and relate volume to multiplication and division				
Production and Distribution of Writing					Geometry	Q1	Q2	Q3	Q4
Research to Build and Present Knowledge					Graph points on the coordinate plane to solve real-world and mathematical problems				
Language	Q1	Q2	Q3	Q4	Classify two-dimensional figures into categories based on their properties				
Conventions of Standard English									
Knowledge of Language									
Vocabulary Acquisition and Use									
Speaking and Listening	Q1	Q2	Q3	Q4					
Comprehension and Collaboration									
Presentation of Knowledge and Ideas									
Social Studies	Q1	Q2	Q3	Q4					
(Teacher) Summative Average									
Science	Q1	Q2	Q3	Q4					
(Teacher) Summative Average									

Special Areas and Work Habits Scoring

E	Exemplary- Student's performance is beyond grade level expectation.
S	Satisfactory- Student's performance meets grade level expectation.
N	Needs Improvement- Student's performance is below grade level expectation.
x	Not assessed at this time

SPECIAL AREAS

	Q1	Q2	Q3	Q4
Art [Teacher Name]				
Health [Teacher Name]				
Music [Teacher Name]				
Physical Education [Teacher Name]				

WORK HABITS

	Q1	Q2	Q3	Q4
Responsibility <i>The student adapts to classroom practices and respects others.</i>				
Participation <i>The student participates in classroom activities.</i>				
Assignment Completion <i>The student completes work in timely manner and according to directions.</i>				
Interpersonal Skills <i>The student interacts with others in a positive manner.</i>				

Additional grading and reporting details can be found on the reverse of the report card.

Forsyth County Schools utilizes a standards-based grading and reporting system for all K-5 students. Standards-based report cards inform how students are performing on a set of clearly defined grade-level learning outcomes (state standards). Unlike traditional report cards, standards-based grading measures students' knowledge of material by reporting the most recent, consistent level of performance on grade-level content standards. In addition to standards-based grades, fourth and fifth grade students receive traditional percentage scores for each subject area based on summative assessments.

The following assessment methods may be utilized to determine your child's progress toward mastery of the standards:

- ✓ common written assessments (formative and summative)
- ✓ student performance and participation during class activities and discussions
- ✓ performance tasks
- ✓ teacher observation (whole group and small group)
- ✓ one-on-one assessments (teacher and student)
- ✓ class work, projects, and writing samples

Students who *consistently* demonstrate *mastery* of standards through regular classroom instruction and assessment will receive a score of “3” (meets standard). Students who consistently demonstrate mastery *and independently* demonstrate the ability to *exceed* the end-of-year standard may receive a score of 4 in a given area.

WORK HABITS SCORING GUIDE

Work Habits	Needs improvement (N) (In one or more areas)	Successful (S) (This level is the standard.)	Exemplary (E)
Responsibility <i>The student adapts to classroom practices and respects others.</i>	Frequently requires redirection; strays off task; disrupts learning environment; and/or fails to follow class procedures.	<i>Is a self-starter; remains on-task; asks questions when needed; follows class procedures.</i>	Plans ahead; maximizes opportunities; solves problems.
Participation <i>The student participates in classroom activities.</i>	Frequently fails to engage in classroom activities or discussions and/or responds only to teacher prompts.	<i>Engages in activities and discussions.</i>	Poses questions; expands on others' thinking to enhance classroom discussion; shares new ideas.
Assignment Completion <i>The student completes work in timely manner and according to directions.</i>	Frequently struggles to complete assignments, submit work, and/or follow directions in a timely manner.	<i>Produces completed work on a consistent basis in a timely manner; follows directions.</i>	Independently produces work beyond expectation.
Interpersonal Skills <i>The student interacts with others in a positive manner.</i>	Frequently struggles to interact with peers in social or academic settings, and/ or isolates self.	<i>Interacts well with classmates; listens and speaks respectfully.</i>	Assumes leadership roles when interacting with others in academic and social settings.