

**Achievement Scale:** Indicates student progress toward achieving end-of-the-year grade-level, State, and District learning standards.

**4 – Thorough Understanding**

Student demonstrates thorough understanding of the ability to apply the knowledge and skills associated with the standard cluster.

**3 – Adequate Understanding**

Student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with the standard cluster.

**2 – Partial Understanding**

Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with the standard cluster.

**1 – Minimal Understanding**

Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with the standard cluster.

**Effort Scale:** Indicates student level of effort during the given trimester

**E** – Student’s effort consistently exceeds grade level expectations

**S** – Student’s effort meets grade level expectations.

**N** – Student’s efforts do not meet grade level expectations and needs to improve.

**NOTES:** An **X** in any academic category signals an area that was not taught or assessed during this trimester. It is very likely that students will not receive 4’s during the first and possibly second trimesters of the report card. The teachers are measuring based on end of year mastery of these standards. **At Risk of Retention:** A check means that your child is at risk of being retained.

**Math Standards**

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

**Operations and Algebraic Thinking**

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

**Number and Operations in Base Ten**

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

**Number and Operations—Fractions**

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

**Measurement and Data**

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

**Geometry**

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

**Science, History/Social Science, Physical Education, Music, Art, and English Language Development** are important. For more information on these grade level standards as well as the ones listed, see the state website: <http://www.cde.ca.gov/be/st/ss>

**English Language Arts Standards****Reading: Literary Text & Information Text**

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

**Key Ideas and Details****Craft and Structure****Integration of Knowledge and Ideas****Range of Reading and Level of Text Complexity****Reading: Foundational Skills**

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**Phonics and Word Recognition****Fluency****Writing**

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

**Text Types and Purposes**

- Write opinion pieces on topics or texts
- Write informative/explanatory texts
- Write narratives to develop real or imagined experiences or events

**Production and Distribution of Writing****Research to Build and Present Knowledge****Range of Writing****Speaking and Listening**

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

**Comprehension and Collaboration****Presentation of Knowledge and Ideas****Language**

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

**Conventions of Standard English****Knowledge of Language****Vocabulary Acquisition and Use**