



Riverview School District #407

Elementary Student Report Card

Student Name: _____

School Year: _____

Teacher: _____

Grade Level: 5th Grade

School: _____

ATTENDANCE	1	2	Total	ADDITIONAL PROGRAMS	
Days Present				Individual Education Program (IEP)	
Days Absent				Title I, Learning Assistance Program (LAP)	
Days Tardy				English Language Learner (ELL)	
				Program for the Academically Talented (PAT)	

ACADEMIC STANDARDS SCORING GUIDE

<p>4 = Exceeding Grade Level Expectations at Semester</p> <ul style="list-style-type: none"> Exceeds expectations for grade level Exhibits exceptional quality work consistently Shows high level of knowledge & understanding Shows creative and new ways of thinking Applies learning to other subject areas and life situations 	<p>3 = Meeting Grade Level Expectations at Semester</p> <ul style="list-style-type: none"> Meets expectations for grade level Meets requirements for quality work Shows knowledge & understanding Demonstrates sound thinking Applies learning to other subject areas 	<p>2 = Working Toward Grade Level Expectations at Semester</p> <ul style="list-style-type: none"> Meets some expectations for grade level Meets some requirements for quality work Demonstrates some knowledge & understanding Requires extra time, instruction, assistance, & practice 	<p>1 = Below Grade Level Expectations at Semester</p> <ul style="list-style-type: none"> Not yet meeting expectations for grade level Seldom meets requirements for quality work Needs more exposure & modeling to develop knowledge & understanding Requires an extended amount of time, instruction, assistance, & practice 	<p>X = Introduced</p> <ul style="list-style-type: none"> No basis for evaluation at this time <p>+/- = Slightly above or below grade level expectations score</p> <p>NA = Not Addressed this Semester</p> <ul style="list-style-type: none"> No basis for evaluation at this time <p>MC = Modified Curriculum</p>
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SUBJECT MATTER LETTER GRADES

A= Excellent work in subject matter. Exceeds grade level expectations	B= Good work in subject matter. Meets grade level expectations	C= Developing work in subject. Meets some grade level expectations	U= Unsatisfactory work in subject. Below grade level expectations
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CITIZENSHIP AND WORK/STUDY HABITS SCORING GUIDE

<p>4 = Exceeding Grade Level Expectations at Semester</p> <ul style="list-style-type: none"> Student consistently and independently exceeds expectations 	<p>3 = Meeting Grade Level Expectations at Semester</p> <ul style="list-style-type: none"> Student frequently meets expectations with minimal assistance 	<p>2 = Working Toward Grade Level Expectations at Semester</p> <ul style="list-style-type: none"> Student occasionally meets expectations and requires moderate assistance and redirection 	<p>1 = Below Grade Level Expectations at Semester</p> <ul style="list-style-type: none"> Student rarely meets expectations and requires considerable assistance and redirection
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	1	2
Follows school and classroom rules		
Is a self-directed learner and seeks help appropriately		
Demonstrates effective organizational skills		

	1	2
Uses time wisely and completes assignments on time		
Completes homework on time		
Evaluates work and sets goals		

ACADEMIC STANDARDS SCORING GUIDE

4 = Exceeding Grade Level Expectations at Semester	3 = Meeting Grade Level Expectations at Semester	2 = Working Toward Grade Level Expectations at Semester	1 = Below Grade Level Expectations at Semester	X = Introduced NA = Not Addressed this Semester
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READING	1	2
Semester Grade		
Demonstrates Effort Toward Quality.		
Accuracy and Fluency: reads aloud grade level text accurately (appropriate pacing, phrasing, and expression), applies different reading rates to match texts, reads unpracticed text with rate of 125+ WPM by end of year		
Vocabulary: uses strategies (dictionaries, thesauruses, glossaries, root words, prefixes and suffixes, abbreviated words, context clues, etc.) to build vocabulary, uses word origins to determine the meaning of new words, uses new vocabulary to interpret text and in own communication		
Comprehension Strategies: applies before, during and after reading, uses prior knowledge, monitors meaning, makes connections, predicts, questions, infers, visualizes, determines importance, generalizes across text, analyzes and integrates information		
Demonstrates Comprehension: responds to text with text-based evidence, compares/contrasts, identifies and interprets cause and effect, draws conclusions, identifies main idea, understands theme/message, determines and analyzes author's purpose, identifies audience, summarizes, identifies facts/opinions		
Knowledge of Text Components: reads for a variety of purposes, understands sequence, non-fiction text features (table of contents, heading, index, captions), and literary elements (setting, character, events, problem and solution, point of view, message), understands function of literary devices (imagery, dialogue)		

MATHEMATICS	1	2
Semester Grade		
Demonstrates Effort Toward Quality.		
Multi-digit Division: classifies prime and composite numbers, uses multiples of 10 and 100 to determine quotients, divides four-digit numbers by one- and two-digit divisors, estimates solutions, mentally divides two-digit by one-digit numbers, solves word problems		
Addition and Subtraction of Fractions and Decimals: fluently adds and subtracts fractions, mixed numbers, and decimals, connects to equations, determines common denominators, greatest common factor, and least common multiple, estimates solutions, solves word problems		
Geometry: classifies and draws quadrilaterals and triangles, identifies, sketches, and measures angles, finds perimeter and area, determines lines of symmetry, solves word problems		
Algebraic Sense: describes, creates, and writes rules, extends patterns, writes and evaluates algebraic expressions, graphs unrelated ordered pairs, graphs related ordered pairs and draws the line they determine		
Data, Statistics, and Probability: determines and interprets mean, and constructs interpret line graphs		
Reasoning, Problem Solving, and Communication: identifies question(s) and information needed, chooses a strategy, represents situation, determines if answer is reasonable, correct, and answers question(s), summarizes information, draws conclusions, explains reasoning		

WRITING	1	2
Semester Grade		
Demonstrates Effort Toward Quality.		
Writing Process: uses the writing process effectively (generates ideas and plans using more than one strategy, creates more than one draft, improves own writing with revision, edits, publishes appropriately)		
Ideas: writes on a narrow topic with relevant details and elaboration (descriptions, research, examples, experiences, observations, etc.)		
Organization: writes in a logically organized progression of unified paragraphs, uses a variety transitional words between and within paragraphs		
Style: uses precise words, varies sentence types and structures, writes with appropriate voice		
Conventions: uses appropriate grammar, punctuation, capitalization, and complete sentences, structures paragraphs and bibliographies appropriately		
Spelling: spells fifth grade high frequency words correctly, self-corrects errors, uses spelling patterns and resources		
Handwriting: uses legible handwriting in printing or cursive		
<ul style="list-style-type: none"> Audience & Purpose: writes for different audiences and purposes in a variety of forms (essays, persuasive, etc.) 		

COMMUNICATION	1	2
Demonstrates Effort Toward Quality.		
Attentive Behavior: attends to a task and teacher instructions, sustains attention in group activities, responds to verbal and non-verbal cues, keeps hands still, does not interrupt		
Comprehends Information: paraphrases information, asks clarification questions, provides feedback, organizes information, uses a variety of sources to make inferences, makes personal connections, expresses own feelings, draws conclusions, summarizes, explains feelings of others, understands points of view and persuasion		
Interacts with Others: uses respectful and appropriate language, uses persuasive language, shows respect for others' input, contributes to discussion appropriately, works as a cooperative group member, explains personal and multicultural perspective and communication		
Presents Ideas: plans presentation for a specific purpose, selects most relevant information, gives credit to sources, uses tools to organize in a logical sequence, uses visual aids and presentational technology, uses appropriate body language, speaks clearly and uses appropriate speech to engage audience, personalizes presentations		

Student Name/Grade:

