

Progress Report – Grade 5



School Name: _____
 Principal: _____
 School Address: _____
 Phone Number: _____

School Year: _____
 Student: _____
 Teacher: _____

GATES CHILI SCHOOLS

*“Together we teach and inspire
 excellence for all learners.”*

The following achievement scale is used to describe student progress: 4 – Exceeding Grade Level Standard 3 – Meeting Grade Level Standard 2 – Progressing toward Grade Level Standard 1 – Working below Grade Level Standard ~ - Not marked at this time	The following scale is used to describe student effort: C- Consistent I – Inconsistent AC – Area of Concern
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English Language Arts	1	2	3
Effort			
Foundational Reading Skills			
Knows and applies grade-level phonics skills			
Applies strategies to recognize and read grade-appropriate unfamiliar words in and out of context			
Reads grade-level text with accuracy and fluency to support comprehension			
Reading Comprehension (Literary and Informational Text)			
Locates and refers to relevant details and evidence when explaining what a text says explicitly and when drawing inferences			
Determines a theme or central idea and explains how it is supported by key details			
Summarizes a text			
Compares and contrasts two or more characters, settings, and events, using details in the text			
Uses text evidence to explain the relationship between two or more individuals, events, ideas, or concepts			
Determines the meaning of words and phrases as they are used in a text, and analyzes their effect			
Compares and contrasts two or more text structures to build comprehension			
Explains how a narrator’s or speaker’s point of view influences how events are described			
Recognizes, interprets, and makes connections between self, text, and the world			
Writing			
Writes an argument to support claim(s), using clear reasons and relevant evidence			
Writes informative/explanatory texts that introduce a topic, uses facts, and provides a conclusion			
Writes narratives that develop experiences or events using effective techniques, descriptive details, and clear event sequences			

Conducts research to answer questions, including self-generated questions, and to build knowledge			
Demonstrates command of the conventions (capitalization, punctuation, and spelling) of Standard English grammar and usage when writing or speaking			
Speaking and Listening			
Engages effectively in a range of collaborative discussions			
Expresses thoughts, feelings, and ideas clearly			
Follows agreed-upon rules for discussions and participates by actively listening, taking turns, and staying on topic			
Asks and answers questions in order to evaluate a speaker's point of view			

Math	1	2	3
Effort			
Mathematical Practices			
Makes sense of problems and perseveres in solving them			
Number and Operations in Base Ten			
Solves problems with multi-digit whole numbers and with decimals to hundredths			
Reads, writes, and compares multi-digit whole numbers and decimals to thousandths			
Fluently multiplies multi-digit whole numbers using a standard algorithm			
Operations and Algebraic Thinking			
Uses order of operations to write and interpret numerical expressions			
Number and Operations in Fractions			
Solves word problems involving addition and subtraction of fractions and mixed numbers			
Solves word problems involving multiplication and division of fractions and mixed numbers			
Measurement and Data			
Applies formulas to find the volume of right rectangular prisms			
Creates and uses fractional line plots to represent and interpret data			
Solves problems involving conversion of measurements from a larger unit to a smaller unit			
Geometry			
Classifies two-dimensional figures into categories based on their properties			

Social Studies	1	2	3
Effort			
Develops questions and selects evidence to make meaning			
Identifies the relationship between causes and effects			
Uses geographic terms and representations			
Identifies the relationship between geography, economics, and history			

Science	1	2	3
Effort			
Uses tools to develop a model to solve a problem and/or describe scientific concepts			
Makes observations and measurements to provide evidence			
Constructs an evidence-based argument to support a claim			
Plans and conducts investigations			

Spartan Way as Demonstrated in the Classroom	1	2	3
Respect: Respects classroom materials, other's rights, feelings and property			
Responsibility: Focuses during instruction and uses strategies to manage emotions and behaviors			
Hard work: Approaches challenges with problem solving strategies, uses time effectively to produce his/her best work			
Compassion: Demonstrates positive interactions with peers and adults			

Art	1	2	3
Creating - Develops meaningful artwork using a variety of materials and quality craftsmanship			
Presenting - Develops an effective use of materials and techniques for preparing and presenting artwork			
Responding & Connecting - Identifies and analyzes visual imagery in artwork			
Demonstrates Respect			
Demonstrates Responsibility			
Demonstrates Hard work			
Demonstrates Compassion			

Music	1	2	3
Creating - Composing with and without notation, reading notation, improvising through movement, singing and instrument playing			
Performing - Steady beat, rhythm movement, dance, instrument playing			
Performing - Vocal skills			
Responding and Connecting - Analyzing through listening and from notation, evaluating performances, applying music vocabulary, relating to culture and history			
Demonstrates Respect			
Demonstrates Responsibility			
Demonstrates Hard work			
Demonstrates Compassion			

Physical Education	1	2	3
Manipulative Skills - Kicking, Striking, Catching, Throwing, Ball Handling			
Movement Concepts / Nonmanipulative Skills - Spatial Awareness, Transferring Weight, Balance			
Locomotor Skills – Dancing, Skipping, Hopping, Running, Galloping, Sliding			
Fitness – Cardiovascular Endurance, Flexibility, Muscular Strength, Muscular Endurance, Body Composition			
Application of Rules, Concepts and Strategies			
Demonstrates Respect			
Demonstrates Responsibility			
Demonstrates Hard work			
Demonstrates Compassion			

Comments

Marking Period 1

Marking Period 2

Marking Period 3

Attendance	1	2	3
Days Possible			
Days Absent			
Days Tardy			