



Nashoba Regional School District

Standards-Based Report Card
Parent Guide

Fifth Grade

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About this Handbook

This handbook is intended to provide additional information regarding the standards-based grading process in the Nashoba Regional School District.

Our report cards are the result of collaboration between teachers, administrators and families. The primary goal of these report cards is to provide information regarding students' progress throughout the year with respect to both content standards and habits of learning. Teachers use multiple measures to assess children's performance in each area. The hope is that, by the end of the year, every family has a comprehensive picture of a child's learning and growth over the course of the year.

Introduction to Standardized Reporting

What are standards?

Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content areas.

Example: (Mathematics/ Measurement and Data section) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

This particular math standard is what needs to be accomplished by the end of second grade (trimester 3).

What are the benefits of standardized reporting?

On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery.

The Standards-Based Reporting System



Standards are outlined by the Massachusetts State Standards.

Curriculum is developed to ensure that all standards are being taught.

Instruction is guided by standards-based curriculum and informed by ongoing assessment data.

Formative & Summative Assessments are used to accurately measure students' progression toward the standards.

Reporting Tools enable teachers to show student growth toward:

- End-of-the-year standards
- Trimester benchmarks
- Social Behavior and Work Habit

Standard Scale

The standard scale shows a student's progress toward mastery of the end-of-year standards.

4 Exceeds the Standard	The student demonstrates in-depth understanding of essential skills and concepts. Performance is characterized by the ability to apply and make connections beyond the standard.
3 Masters the Standard	The student demonstrates proficiency in essential skills and concepts. Independent performance is characterized by an ability to apply the skills with consistent accuracy and quality.
2.5	The student demonstrates skill and understanding of the essential skills and concepts independently, but may or may not be consistent in application.
2 Progression toward the Standard	The student demonstrates progress toward an understanding of the essential skills and concepts. Independent performance is characterized by inconsistent application and accuracy.
1.5	With help, the student demonstrates limited progress toward an understanding of the essential skills and concepts.
1 Guided Progression toward the Standard	With significant help, the student demonstrates limited progress toward an understanding of the essentials skills and concepts. Performance is characterized by inconsistent demonstration of the essential skills.
NY Not Yet Progressing toward the Standard	Student does not yet demonstrate understanding or skill at this time.
NA Not Assessed	Not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of the year expectations, the majority of students will not earn a standard scale score of 3 or 4 in trimester 1 and trimester 2.

A student may also receive a NA (not assessed) on a particular standard in a given trimester. Some of the standards are not addressed in a particular trimester; therefore, the students are not formally assessed in these areas. This is particularly true of science and social studies, as teachers share supplies and may teach the standards at different times throughout the year.

*As a result of the increasing complexity of skills, student performance may fluctuate throughout the school year.

Progress Scale

The progress scale indicates whether or not a student has met the trimester benchmark for that standard. The progress scale includes:

- + **Student has met trimester benchmark**
- **Student has not met trimester benchmark**

The progress scale is a very important tool to reference when looking at the specific standards on the report cards. For each standard, the parent will see their child's standard scale score (NA, NY, 1, 1.5, 2, 2.5, 3, 4), with an accompanying progress scale (+ or -). This progress scale allows them to see if a student is on or is not on target to receive a score of 3 or 4 by the end of trimester 3. These scales are used for report cards in grades 1-4.

Social Behavior and Work Habit Scale

This scale utilizes three point descriptors, which are represented by M, I, and S.

- M Meets expectations**
- I Inconsistently meets expectations**
- S Seldom meets expectations**

This scale applies to the sections of the report card listed below:

Strives for Quality- Assesses the effort of the student in the following academic content areas:

- Speech, Listening, and Language
- Reading
- Writing
- Mathematics
- Science, Technology, and Engineering
- History and Social Sciences

Social Behavior/ Work Habits- Assesses the social behavior and work habits of the student throughout the school day.

Specialist Reporting- Assesses student's demonstration of respectful behavior and appropriate level of effort in each specialist discipline

*See Social Behavior and Work Habits section of this handbook for more information.

Additional Information

This section applies when a student is on an IEP or 504 plan.

*** Student receives accommodations to access the standards.**

A single asterisk will be used to indicate each subject area where a student receives accommodations as documented on an IEP or 504 plan. When a student receives only accommodations that enable the student with a disability to learn and demonstrate what the student knows, it should be understood that the student's progress is measured on grade-level standards.

**** Student progress is based on modified grade-level standards.**

A double asterisk will be used to indicate each subject area where a student receives modified course content as documented on the student's IEP. When a student receives modifications, it should be understood that the student's progress is measured on the related IEP goal(s) and objective(s). Additional information about the student's progress will be documented on his or her Special Education Progress Report.

Content Areas Reporting Standards

Listed below are the general content areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3.

English/ Language Arts

By the end of trimester 3, a proficient student is able to:

Speech, Listening, and Language:

Engage reflectively in collaborative discussions

- Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 5 topics and texts building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carries out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information by making comments that contribute to the discussion and elaborates on the remarks of others.
 - Review the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.
- Gather relevant information for a research project or composition through interviews.

Demonstrate command of the conventions of standard English grammar

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
 - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - Use verb tense to convey various times, sequences, states, and conditions
 - Recognize and corrects inappropriate shifts in verb tense.
 - Use correlative conjunctions (e.g., either/or, neither/nor).

Reading:

Read grade-level text with sufficient accuracy and fluency to support comprehension

- Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- Read and comprehend s informational texts, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently.
- Identify, analyze, and apply knowledge of the purpose, structure, and elements of non-fiction or informational materials and provides evidence from the text to support their understanding.
- Distinguish fact from opinion or fiction.
- Identify and use knowledge of common textual features (title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary.)
- Identify and use knowledge of common graphic features (charts, graphs, maps, diagrams, captions, illustrations).
- Know and apply grade –level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Cite examples and details to demonstrate an understanding of text

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Demonstrates an understanding of fictional text

- Asks and answers inferential questions independently.
- Provides complete responses that are supported by detail, textual evidence, and personal experience.
- Determines the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Draws evidence from literary or informational texts to support research, analysis, and reflection.

Demonstrates an understanding of informational text

- Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.
- Asks and answers inferential questions independently.
- Provides complete responses that are supported by detail, textual evidence, and personal experience.
- Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Draws evidence from literary or informational texts to support research, analysis, and reflection.

Use textual detail to compare and contrast characters and/or relationships or events

- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how the characters interact).
- Recognize that a plot usually includes an introduction, conflict or problem, rising action, climax and outcome or resolution.
- Identify personality traits of characters and how their thoughts, words, and actions reveal their personalities.
- Understand characters by focusing on what they think, say, and do and how other characters treat them.
- Describe how main characters change over time.
- Uses what they know about real people and about characters to understand and predict the characters' actions.
- Infer the setting from story details when the setting is not stated directly.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Determine the meaning of words as they are used in the text, including figurative language

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Determine the meaning of words or phrases as they are used in a text, including figurative language such as metaphors, similes, idioms, personification, and hyperbole.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
 - Uses context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase.
 - Uses common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - Consults reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciations and determine or clarify the precise meaning of key words and phrases.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciations as well as alternate word choices and parts of speech, and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interprets figurative language, including similes and metaphors, in context.
 - Recognizes and explains the meaning of common idioms, adages, and proverbs.
 - Uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Demonstrate understanding of author’s purpose and text structure

- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Identify and respond s to the effects of sound in poetry: alliteration, onomatopoeia, repetition, rhyme scheme: free verse, couplets, A,B,A,B.
- Identify common structures of traditional literature (for example, that characters or story elements often come in threes, such as three bears, three sisters, three wishes, or three tasks; or that there are magic helpers, such as talking animals, fairies, genies, or elves).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- Compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. Students recognize that clue words such as: thus, as a result, and therefore may signal a cause and effect relationship.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Writing:

Demonstrate proper use of capitalization, punctuation, and spelling when writing

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation to separate items in a series.
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?) and to indicate direct address (e.g., Is that you, Steve?)
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting references as needed.
- Identify correct mechanic usage of comma use in compound sentences.

Demonstrate command of standard English grammar

- Demonstrate command of the conventions of standard English grammar and usage when writing.

Use the writing process to develop and strengthen writing by planning, revising, editing, and rewriting

- With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
- Describe, analyze, and use appropriately formal and informal English.
- Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.
- Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.
- Organize ideas in writing in a way that makes sense for their purpose.
- Decide on the placement of descriptive details about setting, characters, and events in stories.
- Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.

Write clear and supported opinion pieces

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - Provides logically ordered reasons that are supported by facts and details.
 - Links opinion and reasons using word, phrases, and clauses (e.g.,consequently, specifically).
 - Provides a concluding statement or section related to the opinion presented.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Write sequenced and descriptive narratives

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences.
 - Orient the reader by establishing a situation and introducing a narrator or characters; organizes an event sequence that unfolds naturally.
 - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences and events.
- Write stories or scripts containing the basic elements of fiction. (characters, dialogue, setting, plot with a clear resolution).
- Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Write informative/explanatory text to convey information

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly, provide a general observation and focus, and group related information logically; includes formatting (e.g., headings), illustrations and multimedia when useful in aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.
- Group related ideas and places in logical order when writing summaries or reports.
- Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic as well as sufficient supporting detail, and a concluding sentence.
- Improve word choice by using dictionaries or thesauruses.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Mathematics

By the end of trimester 3, a proficient student is able to:

Number and Operation in Base Ten:

Understand the place value system

- Recognizes that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
- Explains patterns in the number of zeros of the product when multiplying a number by powers of 10 and explains patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Uses whole number exponents to denote powers of 10.
- Reads and writes decimals to thousandths using base-ten numerals, number names, and expanded form.
- Compares two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- Uses place value understanding to round decimals to any place.

Demonstrates an understanding of operations with whole numbers and decimals.

- Fluently multiplies multi-digit whole numbers using the standard algorithm.
- Finds quotients using up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication & division.
- Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.
- Adds, subtracts, multiplies, and divides decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, multiplication and division.
- Relates the strategy to a written method and explains the reasoning used.

Measurement and Data:

Understand concepts of volume, and relates volume to multiplication and to addition

- Understands that a cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
- Understands that a solid figure, which can be packed without gaps or overlaps using n unit cubes, is said to have a volume of n cubic units.
- Measures volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- Finds the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and shows that the volume is the same whether multiplying the edge lengths, or multiplying the height by the area of the base. Represents three-fold whole-number products as volumes. Uses the associative property of multiplication to show that the strategies are equivalent.
- Applies the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
- Recognizes volume as additive. Finds volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Fractions:

Demonstrates an understanding of operations with fractions.

- Adds and subtracts fractions with unlike denominators (including mixed numbers) by finding equivalent fractions with like denominators.
- Solves word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
- Uses benchmark fractions & number sense of fractions to estimate mentally & assess reasonableness of answers.
- Interprets a fraction as division of the numerator by the denominator ($a/b = a \div b$).
- Solves word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
- Uses concrete and visual models to multiply fractions.
- Predicts the relative size of a product when multiplying a whole number by a fraction (without performing the indicated operation)

Science, Technology & Engineering

By the end of trimester 3, a proficient student is able to:

Earth and Space Science

Models patterns, cycles and interactions on Earth’s surface and among the Earth, Sun and Moon.

- Argue that the Sun is a star that appears larger and brighter than other stars because it is closer to Earth.
- Use a model to communicate Earth’s relationship to the Sun, Moon, and other stars that explain patterns.
- Use a model to describe the cycling of water through a watershed through evaporation, precipitation, absorption, surface runoff, and condensation.
- Describe and graph the relative amounts of salt water in Earth’s water systems.

Life Science

Demonstrate understanding of living things and their environment.

- Understand that the Earth sustains life and there is a balance maintained in nature.
- Identify the major stages of development in frogs and butterflies during metamorphosis.
- Identify and compares examples of bio-mimicry.
- Differentiate between inherited and environmental traits of plants and animals.
- Demonstrate how inherited characteristics can change over time as adaptations.

Physical Science

Demonstrate understanding of forms of energy.

- Demonstrate that energy is the ability to cause motion or create change.
- Describe properties of thermal, electric, and magnetic energy.
- Identify electrical conductors and insulators.

Technology and Engineering Strand

Builds, compares and recommends improvements to technological designs.

- Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions). Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants.
- Use sketches or drawings to show how each part of a product or device relates to other parts in the product or device.
- Compare at least two designs for a composteur to determine which is most likely to encourage decomposition of materials.
- Test a simple system designed to filter particulates out of water and propose one change to the design to improve it.

History and Social Sciences

The following list details the reporting standards for History and Social Sciences. For a full description of the related standards, please refer to the NRSD Standards and Benchmarks document.

English Language Arts Cross-Curricular standards:

Describe and analyze how point of view influences how events are described.

- Describe how a narrator's or speaker's point of view influences how events are described.
- Identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provides evidence from the text to support their understanding.
- Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.

Report on a topic, text, or presents and opinion.

- Report on a topic or text or presents an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.
- Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.
- Use teacher-developed assessment criteria to prepare presentations.

Conduct short research projects.

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gathers relevant information from print and digital resources; summarizes or paraphrases information in notes and finished work, and provides a list of sources.
- Recall relevant information from experiences or gathers relevant information from print and digital sources, analyze, and evaluates the quality of the information they obtain, and uses it to answer their own questions; summarizes or paraphrases information in notes and finished work, and provides a list of sources.

History:

Describe the rise and fall of the pre-Columbian civilizations of Central and South America.

Describe the motivation, experiences, and successes of explorers and settlers.

Describe how exploration and settlement impacted the use and ownership of land as well as the lives of Native Americans

Compare and contrast the growth and development of the northern, middle and southern colonies.

Understand the causes, events, and results of the pre-revolutionary era and the American Revolutionary War.

Understand how the Constitution and the Bill of Rights guarantee freedom and rights to its citizens, and preserves the principles of democracy.

Understand that the 1800's were a time of incredible change for the United States, including westward expansion and economic growth.

Understand causes and consequences of the Louisiana Purchase, Lewis and Clark Expedition, the Trail of Tears, and the Oregon Trail.

Social Behavior and Work Habits

The Social Behavior and Work Habits section of the report card stems directly from the *Responsive Classroom* core values: **cooperation, assertion, responsibility, empathy, and self-control**. These core values encompass all of the social and work behaviors that are exhibited by the students in the classroom. The students will receive an M (meets expectations); an I (inconsistently meets expectations) or an S (seldom meets expectations) per core value descriptor. If more information regarding social behavior needs to be addressed beyond just an (M), (I), or (S), the teacher may provide this information in the comment section of the report card.

Comments

The comment section of the report card allows the teachers to address any section of the report card more specifically.

Example: A child earns an (I) in the “Works collaboratively with others” section of social behavior for showing great cooperation in the classroom during the first ten weeks of school. Just in the last week, however, has been challenged with being cooperative, so the teacher makes note of the recent behavior change in the Comments Section.

The comments also will give the teacher a chance to comment on a more “personal” level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

Additional Information

If you have any additional questions or concerns regarding the standard-based report card or the Parent Guide, please direct those questions to your child’s teacher. Thank you and enjoy the standards-based reporting tool.