



# **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
- Social Behavior and Work Habit

## Standard Scale

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

<b>4</b>	Student demonstrates <b>mastery</b> of the grade-level standard independently.
<b>3</b>	Student is <b>approaching</b> mastery of the grade-level standard <b>independently</b> .
<b>2</b>	Student is <b>progressing</b> toward the grade-level standard with <b>additional instruction and support</b> .
<b>1</b>	Student is <b>beginning</b> to progress toward the grade-level standard with <b>additional instruction and support</b> .
<b>NA</b>	Standard 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 4 in trimester 1 and trimester 2. In addition, as a result of the increasing complexity of skills, student performance may fluctuate throughout the school year. It is possible that a student who was approaching mastery in one trimester could require additional support as the content becomes more complex. This student could receive a lower numeric grade in a later trimester.

When grade-level students are working independently, some students may require **additional academic instruction and support** such as:

- Consistent need to receive additional instruction in a small group or one-to-one on independent assignments
- Require more frequent check-ins related to the content during independent work
- Require additional scaffolding and visuals in order to complete independent assignments
- Significant or frequent review or reteaching to complete independent assignments

If a student independently demonstrates understanding of a content standard, that student would be able to receive a 3 or 4 even if that student has received additional support leading up to the independent assessment. If the student continues to require this additional support on the independent assessment, that student would receive a 1 or 2. The grading scale refers to instruction and support beyond what is required by an IEP.

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.

## 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.

## 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 trimester 3.

### English/ Language Arts

*By the end of trimester 3, a student who has mastered year-end expectations:*

#### Reading:

##### **Demonstrates an understanding of key ideas and details.**

- Quotes or paraphrases a literary or informational text accurately when explaining what the text states explicitly and when drawing inferences from the text.
- Provides complete responses that are supported by detail, textual evidence, and personal experience.
- Asks and answers inferential questions.
- Determines one or more main ideas of a text and explains how they are supported by key details.
- 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.
- Compares and contrasts two or more characters, settings, or events in a story, drama, or across texts, drawing on specific details in the text (e.g. how characters interact).
- Explains the relationships or interactions between two or more individuals, events, ideas, concepts in a text based on specific information in the text.

**Demonstrates an understanding of craft and structure.**

- Identifies and explains the effects of figurative language such as metaphors and similes.
- Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describes how an author uses one or more structures (e.g. chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- Describes how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
- Analyzes multiple accounts of the same event or topic, noting important similarities and differences among the points of view the represent.

**Demonstrates the ability to integrate knowledge and ideas.**

- Analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel; multimedia presentation of fiction, folktale, myth poem).
- Compares and contrasts stories in the same genre (e.g. mysteries or adventure stories) on their approaches to similar themes and topics.
- Draws on information from multiple print or digital sources to support research, analysis, and reflection.
- Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrates information from several texts on the same topic in order to write or speak knowledgeably about the subject.

**Independently and proficiently reads and comprehends complex literary and informational texts.**

- Independently and proficiently reads and comprehends literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity for at least grade 5 with growing independence.
- Independently and proficiently reads and comprehends informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity for at least grade 5.
- Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
- Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**Writing:**

**Demonstrates an understanding of conventions when writing.**

- Uses correct capitalization.
- Uses commas appropriately.
- Uses underlining, quotation marks, or italics to indicate titles of works
- Spells grade-appropriate words correctly, consulting references as needed.

**Demonstrates command of standard English grammar.**

- Uses correlative conjunctions (e.g., either/or, neither/nor).
- Uses verbs correctly.

**Writes structured and supported opinion pieces.**

- Writes 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.
- Uses transition words, phrases, and clauses to link opinion and reasons.
- Provides a concluding statement or section related to the opinion presented.
- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### **Writes structured and descriptive narratives.**

- Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orients the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally.
- Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Uses a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Uses concrete words and phrases and sensory details to convey experiences and events precisely.
- Provides a conclusion that follows from the narrated experiences or events.

### **Writes structured and supported informational pieces.**

- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduces a topic clearly, provides a general observation and focus, and groups related information logically.
- Includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Links ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Uses precise language and domain-specific vocabulary to inform about or explain the topic.
- Provides a concluding statement or section related to the information or explanation presented.

# Mathematics

*By the end of trimester 3, a student who has mastered year-end expectations:*

## **Number and Operation in Base Ten:**

### **Understands 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:

### **Understands 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 student who has mastered year-end expectations:*

### Earth and Space Science

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

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

### Life Science

#### **Models and describes how matter and energy cycle in an ecosystem.**

- Asks testable questions about the process by which plants use air, water, and energy from sunlight to produce sugars and plant materials needed for growth and reproduction.
- Develops a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.

## Physical Science

### **Investigates and explains chemical and physical change in substances.**

- Uses a particle model of matter to explain common phenomena involving gases, and phase changes between gas and liquid and between liquid and solid.
- Measure and graph the weights (masses) of substances before and after a reaction or phase change to provide evidence that regardless of the type of change that occurs when heating, cooling, or combining substances, the total weight (mass) of matter is conserved.
- Makes observations and measurements of substances to describe characteristic properties of each, including color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility.
- Conducts an experiment to determine whether the mixing of two or more substances results in new substances with new properties (a chemical reaction) or not (a mixture).

## Technology and Engineering Strand

### **Builds, compares and recommends improvements to technological designs.**

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

## History and Social Sciences

*By the end of trimester 3, a student who has mastered year-end expectations:*

### **Describes and analyzes how point of view influences how events are described.**

- Describes how a narrator's or speaker's point of view influences how events are described.
- Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### **Reports on a topic, text, or presents an opinion.**

- Reports on a topic or text sequencing ideas logically.
- Uses appropriate facts to support main ideas or themes.
- Speaks clearly and at an understandable pace.

### **Conducts short research projects.**

- Conducts short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recalls relevant information from experiences or gathers relevant information from print and digital sources; summarizes or paraphrases information in notes and finished work, and provides a list of sources.

### **Describes the motivation, experiences, and successes of key figures or groups.**

- Describes the early presidencies.
- Describes the events that contributed to America's developing nationalism.
- Explains how American citizens are able to bring about changes in government.
- Explains how ideas and events of the 19th century led to the expansion of civil rights in the 20th and 21st centuries.

## 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.