

Grade 5 Report Card

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Bridging Elementary
& Middle School Expectations

Goal:

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To modify the current 5th grade report card so that it effectively defines student progress and is aligned with current elementary and 6th - 8th grade report cards

Action Steps:

1. Review the 4th and 6th grade report cards
2. Review the Report Card PLT work
3. Establish our criteria for measuring student progress
4. Draft the new report card
5. Get feedback on the draft and revise

BPS Elementary Report Card
 School: _____ Student: _____
 Teacher: _____ Grade: 4

PRO SOCIAL/Approaches to Learning Indicators

4 - Student consistently demonstrates this skill
 3 - Student demonstrates this skill most of the time
 2 - Student demonstrates this skill some of the time
 1 - Student requires on-going support to develop this skill

PRO SOCIAL SKILLS	Performance Indicators	
Personal Development/Character and Community Skills	Term 1	Term 2
Works cooperatively in group settings		
Accepts responsibility for choices and behavior		
Interacts appropriately with adults		
Interacts appropriately with peers		
Adjusts to transitions and changes in routines		
Demonstrates responsibility for school and personal materials		
Exercises self-control in structured settings		
Exercises self-control in unstructured settings		
Self-advocates effectively		
Approaches to Learning	Term 1	Term 2
Demonstrates expected grade level organizational skills		
Demonstrates initiative; takes appropriate learning risks		
Listens attentively		
Works independently; makes effective use of time		
Participates effectively in class		
Follows directions		
Completes classroom assignments		
Completes homework assignments		
Shows evidence of sustained effort		

Maintains Focus on Student Skills

Performance Indicators

4 - Student consistently demonstrates these skills
 3 - Student demonstrates these skills most of the time
 2 - Student demonstrates these skills some of the time
 1 - Student requires on-going support to develop these skills

	Performance Indicators			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Respectful				
<ul style="list-style-type: none"> • Listens attentively • Works cooperatively in group settings and interacts appropriately with peers • Interacts appropriately with adults 				
Responsible				
<ul style="list-style-type: none"> • Accepts responsibility for choices and behavior • Completes classroom assignments 				
Ready to Learn				
<ul style="list-style-type: none"> • Completes homework assignments • Effectively participates in class • Demonstrates expected grade level organizational skills • Adjusts to transitions and changes in routines 				

Grade 5 Report Card

Elementary Report Card

Communicates Learning Standards

Cheney Middle School
 Grade 5 Report Card
 - DRAFT -

Concepts Addressed this Quarter:

Math	Science	Language Arts	Social Studies

Aligns with Grades 6 - 8

Common:

Quarterly Report Dates

Grade Scale

Format

Communication

Grade Scale			
A+	97.00	C	73.00
A	93.00	C-	70.00
A-	90.00	D+	67.00
B+	87.00	D	63.00
B	83.00	D-	60.00
B-	80.00	F	50.00
C+	77.00		

Community Education and Outreach

School Committee Meeting

PTO Meeting

Parent Meetings

Email

Implementation

2016 - 2017

Report card pilot

Collect feedback

Adjust as needed for 2017 - 2018

Chenery Middle School
 Grade 5 Report Card
 - DRAFT-

Concepts Addressed this quarter:

Math	Science	Language Arts	Social Studies

Performance Indicators

- 4 – Student consistently demonstrates these skills
- 3 – Student demonstrates these skills most of the time
- 2 - Student demonstrates these skills some of the time
- 1 – Student requires on-going support to develop these skills

	Performance Indicators			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Respectful <ul style="list-style-type: none"> • Listens attentively • Works cooperatively in group settings and interacts appropriately with peers • Interacts appropriately with adults 				
Responsible <ul style="list-style-type: none"> • Accepts responsibility for choices and behavior • Completes classroom assignments 				
Ready to Learn <ul style="list-style-type: none"> • Completes homework assignments • Effectively participates in class • Demonstrates expected grade level organizational skills • Adjusts to transitions and changes in routines 				

Grade Scale			
A+	97.00	C	73.00
A	93.00	C-	70.00
A-	90.00	D+	67.00
B+	87.00	D	63.00
B	83.00	D-	60.00
B-	80.00	F	0.00
C+	77.00		

Chenery CARES
Cooperation, Acceptance
Respect, Effort, Service

REPORT CARD: FIRST QUARTER

SUBJECT	CRS	1st	2nd	3rd	4th	FINAL	TEACHER
Homeroom							R. Green, 617-993-5735 rgreen@belmont.k12.ma.us
SCIENCE 7	472	A					R. Green, 617-993-5735 rgreen@belmont.k12.ma.us
ART 7	770	B					Kathleen Byrnes kbyrnes@belmont.k12.ma.us
MATH 7 COM Would benefit from extra help after school.	272	B-					J. Golden, 617-993-5741 jgolden@belmont.k12.ma.us
SPANISH 72	569	A					A. Sanchez, 617-993-5780 asanchez@belmont.k12.ma.us
Comm. Ser.	920						
CHORUS 7 Positive attitude Sometimes socializes in class	773	A+					C. Moser, 617-993-5672 cmoser@belmont.k12.ma.us
HEALTH 7	671	A					M. Fronder, 617-993-5774 mfronder@belmont.k12.ma.us
CHORUS 70	774	N					C. Moser, 617-993-5672 cmoser@belmont.k12.ma.us
ENGLISH 7 Four assessments, in addition to homework, made up your child's Term 1 English Language Arts grade. Assessments counted for 80% of the term grade. Homework counted for 20% of the term grade.	172	A					A. Niles, 617-993-5739 aniles@belmont.k12.ma.us
WORLD GEO	372	A-					P. Taussek, 617-993-5778 ptaussek@belmont.k12.ma.us
STUDY T	777						
PE 7	670	A+					D. Gonzalez, 617-993-5800 DGonzales@belmont.k12.ma.us
STUDY 7A	778						
	TERM 1	TERM 2	TERM 3	TERM 4	YEAR		
ABSENCES	1						
TARDIES	1						

Chenery Middle School

95 Washington St.

Belmont, MA 02478

617-993-5800

www.belmont.k12.ma.us/chenery

BELMONT PUBLIC SCHOOLS

PUPIL EVALUATION FORM - GRADE 5

Parent-teacher conferences and written reports are used to convey student progress. Performance is noted in relation to general grade level expectations.

Pupil's Name:

School:

Teacher:

School Year:

Parent's Signature Term 1:

Parent's Signature Term 2:

KEY ACADEMICS

H - Producing high quality work consistently

N - Improvement needed

S - Progressing satisfactorily

N/A - Not applicable

LANGUAGE ARTS

<i>term</i>	<i>term</i>	<i>term</i>
1	2	3
READING		
Demonstrates an interest in reading		
Learns and retains new words		
Uses appropriate word analysis		
Applies strategies when reading (e.g. prediction, context clues, self-monitoring)		
Understands what he/she reads		
Interprets, analyses, compares and evaluates text		
Reads orally with fluency		
Reads independently		

ORAL LANGUAGE

Speaks clearly			
Expresses ideas well orally			
Participates in discussions			
Understands material presented orally			

WRITTEN EXPRESSION

Demonstrates an interest in writing			
<i>Writing Process:</i>			
Writes for different purposes (e.g. journals, creative writing)			
Applies revision techniques			
Uses editing skills			
Conveys clear message in writing			
<i>Spelling:</i>			
Learns new spelling words			
Uses appropriate spelling in daily work			
Uses a dictionary or other resource to check spelling			
<i>Handwriting:</i>			
Forms letters correctly			
Writes neatly and legibly			

MATHEMATICS		<i>term</i>	<i>term</i>	<i>term</i>
	1	2	3	
Understands concepts				
Uses problem-solving strategies				
Knows number facts				
Works accurately				
Applies understanding to everyday experiences				

SOCIAL STUDIES

Demonstrates an understanding of the material presented			
Locates, gathers and organizes information			
Participates in class activities			

SCIENCE

Demonstrates an understanding of the material presented			
Observes, records and draws conclusions			
Participates in class activities			

KEY: PERSONAL AND SOCIAL GROWTH/ STUDY SKILLS AND WORK HABITS

1. Consistently

2. Usually

3. Improvement needed

PERSONAL AND SOCIAL GROWTH

Demonstrates self-control			
Shows consideration and respect for people and property			
Interacts well with others			
Demonstrates curiosity and eagerness to learn			
Follows class and school rules			
Demonstrates effort			

STUDY SKILLS AND WORK HABITS

Works independently			
Works well in a group			
Uses time productively			
Completes class work on time			
Completes home assignments			
Demonstrates appropriate listening skills			
Follows directions			

COMMENTS, TERM 1

COMMENTS, TERM 2:

COMMENTS, TERM 3:

BPS Elementary Report Card

School: _____ Student: _____ Year _____
 Teacher: _____ Grade: 4



<u>Pro Social/Approaches to Learning Indicators</u>
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Academic Performance Skills Indicators
Indicators are based on one set of benchmarks in Jan. and a different set in June.
M – The student meets the term’s benchmark and applies the concepts/skills with **independence**.
P – The student is making **progress** toward meeting the term’s benchmark with **occasional support**.
B – The student is **beginning** to meet the term’s benchmark with **frequent support**.
NY– The student does **not yet** meet the term’s benchmark and **requires consistent support**.
 / - The standard is not addressed at this time.

PRO SOCIAL SKILLS	Performance Indicators	
	January	June
Personal Development/Classroom and Community Skills		
Works cooperatively in group settings		
Accepts responsibility for choices and behavior		
Interacts appropriately with adults		
Interacts appropriately with peers		
Adjusts to transitions and changes in routines		
Demonstrates responsibility for school and personal materials		
Exercises self-control in structured settings		
Exercises self-control in unstructured settings		
Self-advocates effectively		
Approaches to Learning	January	June
Demonstrates expected grade level organizational skills		
Demonstrates initiative; takes appropriate learning risks		
Listens attentively		
Works independently; makes effective use of time		
Participates effectively in class		
Follows directions		
Completes classroom assignments		
Completes homework assignments		
Shows evidence of sustained effort		

Comments:
 January

 June