


**NAME:** Student, Test - 5th Grade  
**TEACHER:**  
**SCHOOL:**

ATTENDANCE Fall Winter Spring Total  
 Half Days Absent: \_\_\_\_\_  
 Times Tardy: \_\_\_\_\_

## LEARNING/SOCIAL BEHAVIOR

We believe that these behaviors contribute to student learning and are considered an integral part of our teaching. We do not expect that all children will demonstrate consistency at all times, but we do emphasize continual progress for the student in demonstrating the behavior on a regular basis. Your child's progress is indicated according to the KEY at right.



S = Satisfactory  
 P = Making progress  
 I = Needs to improve

### Demonstrates responsibility for own learning.

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates self-control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attends to the task at hand
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes tasks independently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chooses and accepts challenging tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes homework
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes class work

### Puts forth effort.

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Perseveres even when tasks are difficult
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is willing to take risks and try new things
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works to produce a quality product

### Maintains positive relationships with peers and adults.


Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works cooperatively with others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses conflict management strategies to solve problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaks and acts respectfully to others

### Responds to teacher-directed activities.

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows directions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses active listening
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates constructively in discussions and activities

## LISTENING AND SPEAKING

Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses precise language to express ideas, opinions, and feelings in group discussions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listens for meaning to gain information in discussions and conversations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporates content area vocabulary in class discussions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conveys ideas confidently and coherently in discussions and conversations



B = Beginning  
 D = Developing  
 S = Secure


## SOCIAL STUDIES

The *Michigan Social Studies Standards* identify benchmarks for history, geography, economics, civics and citizen involvement. In fifth grade, students concentrate on early American history. They:

- place major events in the early history of the United States in chronological order;
- summarize the main points of the Declaration of Independence, the rights guaranteed by the Constitution, and responsibilities of citizenship;
- distinguish among local, state and national government in the United States and describe the roles of government institutions at all three levels;
- explain how people must face scarcity when making an economic decision;
- examine the historical and contemporary role an industry played in the development of the United States;
- examine a problem, explain the sides in the issue and propose solutions.

To achieve these social studies benchmarks, students study:

Fall, Winter, or Spring to indicate completion of these topics.  History: America's Past  5 Themes of Geography  
 Core Democratic Values  Economics



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Fall	Winter	Spring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands the ideas studied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes activities in a timely manner
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes part in discussions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is developing thinking skills related to social studies

**Conflict Management:** Students at every grade level are taught skills for preventing, managing, and peacefully resolving conflicts. If students are given opportunities to practice these skills in real life school situations, they become empowered to take responsibility for resolving the conflicts that naturally occur in their lives. An "X" indicates the topic was studied this year.  Conflict Management

## Student, Test - 5th Grade



*B, D, S indicates whether your child's understanding is **B**eginning, **D**eveloping or **S**ecure. Items unmarked have not yet been taught or assessed. Bold letter in parentheses indicates expected grade level performance.*

F W S


### READING

1. Independently reads and comprehends grade appropriate literature (**S**)
2. Independently reads and comprehends grade appropriate informational text (**S**)
3. Selects and reads books of appropriate difficulty during independent reading times (**S**)
4. Sustains interest and understanding of long texts and reads for extended periods of time (**S**)
5. Makes connections to texts for greater understanding and finer interpretation (**S**)
6. Connects reading to learning in the content areas (**S**)
7. Extends meaning beyond the text to form personal interpretations (**S**)
8. Independently formulates questions to sustain and extend meaning of the text (**S**)
9. Uses a variety of strategies to determine the meaning of unfamiliar words, (e.g., analogies to known words, context, base words, affixes) (**S**)
10. Summarizes and synthesizes chapters, short stories and informational articles (**S**)
11. Reads books from a variety of genre (**S**)
12. Writes quality responses to texts (**S**)
13. Leads and/or takes part in literary discussions (**D**)

### WRITING

The expectations for achievement are that students will meet Secure (**S**) proficiency levels by spring.

#### Writing Genre

F W S

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1. Develops cohesive writing projects attending to specific features of the particular genres/forms being used.

To achieve genre benchmarks, the GLCEs require the following units of study in writing:  
(an "X" indicates this area was studied during the indicated marking period).

F W S


2. Narrative pieces such as personal narrative and fiction.
3. Informational piece.

F W S


4. Poetry.
5. Research Project.

#### Writing Process / Personal Style


6. Exhibits a personal style and voice while considering the audience and purpose.
7. Uses a variety of prewriting techniques, such as: graphic organizers, notebook strategies, and conversations, that help him/her generate, sequence, and structure ideas.
8. Drafts focused ideas and composes mechanically sound paragraphs to clearly communicate information and ideas.
9. Gives specific advice to others to help improve their writing and revises own drafts based on feedback and self-evaluation.
10. Proofreads and edits using grade-level checklists both individually and in groups.

#### Grammar and Usage


11. Writes complete simple and compound sentences with beginning capitalization and ending punctuation.
12. Uses other grade-level grammatical concepts in writing, including: proper nouns, pronouns, articles, conjunctions, hyphens, colons, and apostrophes.
13. Uses commas appropriately: between two independent clauses, to set-off direct address, long phrases and clauses, and items in a series.

#### Spelling

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14. Correctly spells words used often in reading and writing using a variety of strategies.

#### Handwriting

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15. Writes neatly and legibly in cursive.

#### Writing Attitude

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16. Is enthusiastic about writing and tries to apply classroom learning independently.

Student, Test - 5th Grade  
**M A T H E M A T I C S**



The goal is that students will be **Secure** in all outcomes by the end of the year.  
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Items unmarked have not yet been taught or assessed.


Unit of Study	F	W	S	Concepts/Skills
Unit 1: Number Theory				1. Has quick recall of basic multiplication facts.
				2. Identifies prime and composite numbers, even and odd numbers.
				3. Uses divisibility tests to determine if a number is divisible by 2, 3, 4 and 5.
				4. Finds prime factorizations of numbers between 2 & 50, expressed in exponential notation
Unit 2: Estimation and Calculation				5. Finds the product of multi-digit whole numbers.
				6. Multiplies 1- and 2-digit whole numbers by decimals by up to 2 decimal places.
				7. Identifies place values from thousandths to billions.
				8. Finds the sum of multi-digit whole numbers and the sum of decimals.
				9. Finds the difference of multi-digit whole numbers and decimals.
Unit 3: Geometry Explorations and The American Tour				10. Uses estimation strategies, such as rounding and magnitude estimates, to check reasonableness of answers.
				11. Measures angles with a protractor and classifies them as acute, right, obtuse or straight.
				12. Recognizes that vertical angles are equal.
				13. Solves problems involving unknown angles, without a protractor.
Unit 4: Division				14. Knows that the sum of the interior angles of a triangle is 180 degrees and the sum of the interior angles of a quadrilateral is 360 degrees.
				15. Divides whole numbers, with and without remainders; relates division to repeated subtraction.
				16. Relates division of whole numbers with remainders to multiplication, e.g., since $34 \div 5 = 6r4$ then $(5 * 6) + 4 = 34$ .
				17. Understands division is indicated by different symbols, e.g. $2 \div 3 = 2/3 = 3 \overline{)2} = \frac{2}{3}$
				18. Solves applied problems involving multiplication and division of whole numbers.
Unit 5: Fractions, Decimals, Percents				19. Fluently divides up to a four-digit number by a two-digit number.
				20. Understands percentages as parts out of 100 and uses % notation.
				21. Converts between fractions and mixed numbers.
Unit 6: Using Data; Addition and Subtraction of Fractions				22. Expresses fractions and decimals as percentages, and vice versa.
				23. Solves applied problems involving decimals; includes rounding of answers & checking reasonableness.
				24. Given a set of data, finds and interprets the mean, mode, median and range.
				25. Adds and subtracts fractions with common denominators.
				26. Given two fractions, e.g., $1/2$ and $1/4$ , expresses them as fractions with a common denominator, but not necessarily a least common denominator.
			27. Adds and subtracts fractions with unlike denominators through 12 and/or 100.	
			28. Uses equivalent fractions to solve simple contextual problems involving addition and subtraction.	
			29. Uses the relationship between addition and subtraction when solving fraction number stories, e.g. if $7/12 - 1/4 = x$ , then $1/4 + x = 7/12$ .	

Student, Test - 5th Grade  
**M A T H E M A T I C S**

Unit 7: Exponents and Negative Numbers			30. Orders and compares positive and negative numbers.
			31. Understands the relative magnitude of ones, tenths, and hundredths and the relationship of each place value to the place to its right, e.g., 1 is 10 tenths, one tenth is 10 hundredths.
			32. Adds positive and negative numbers.
			33. Subtracts positive and negative numbers.
			34. Uses parentheses in number sentences to specify the order of operations.
Unit 8: Fractions and Ratios			35. Multiplies a whole number by powers of 10: 0.01, 0.1, 1, 10, 100, and 1000; identifies patterns.
			36. Adds and subtracts mixed numbers with common denominators.
			37. Adds simple mixed numbers with unlike denominators, e.g. $1\frac{1}{4} + 2\frac{3}{8}$ .
Unit 9: Coordinates, Area, Volume and Capacity			38. Multiplies unit fractions (fractions with a numerator of one) using tools such as area models.
			39. Solves applied problems involving fractions and decimals.
			40. Represents relationships between areas of rectangles, triangles and parallelograms using models.
			41. Uses the area formula to determine the area of a triangle.
			42. Uses the area formula for a parallelogram to determine its area; represents using models and manipulatives.
			43. Recognizes the equivalence of 1 liter, 1000 ml and 1000 cubic centimeters.
			44. Knows the units of measure of volume: cubic centimeter, cubic meter, cubic inches, cubic feet, cubic yards, and use their abbreviations.
			45. Compares the relative sizes of one cubic inch to one cubic foot, and one cubic centimeter to one cubic meter.
			46. Builds solids with unit cubes and states their volumes.
Unit 10: Algebra Concepts and Skills			47. Uses filling (unit cubes or liquid) and counting or measuring to find the volume of a cube and rectangular prism.
			48. Uses the "Volume = Base x Height" formula to solve for dimensions/volume of rectangular prisms.
			49. Plots and reads ordered number pairs in all four quadrants.
			50. Solves one-step pan-balance problems.
			51. Uses variables to represent the missing number in algebraic expressions.
Unit 11: Volume			52. Reads and interprets line graphs, and solves problems based on the graphs, e.g., distance - time graphs.
			53. Constructs line graphs from tables of data; includes axis labels and scale.
Unit 12: Probability, Ratios and Rules			54. Solves rate problems with formulas, tables and graphs.
			55. Uses formulas to find area and circumference of circles.
			56. Converts measurements of length, weight, area, volume, and time within a given system, using easily manipulated numbers.
			57. Expresses ratios in several ways, e.g., 3 cups to 5 people; $3:5$ ; $\frac{3}{5}$ .

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	Fall	Winter	Spring	
<b>Science Process Skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plans and conducts simple and fair investigations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses tools and equipment appropriate to scientific investigations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Constructs charts and graphs from data and observations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Analyzes information and draws conclusions based on the data
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses evidence when communicating scientific ideas
<b>Motion of Objects</b>	<input type="checkbox"/>	Describes or compares motions of common objects in terms of speed and direction		
	<input type="checkbox"/>	Investigates how forces speed up, slow down, stop or change the direction of a moving object		
	<input type="checkbox"/>	Manipulates simple mechanical devices and explains how their parts work together		
<b>Magnetism and Electricity</b>	<input type="checkbox"/>	Investigates, records the interaction of magnetic materials with other magnetic and non-magnetic materials		
	<input type="checkbox"/>	Investigates, records properties of electrical circuits		
<b>Energy</b>	<input type="checkbox"/>	Identifies kinetic or potential energy in everyday situations		
	<input type="checkbox"/>	Demonstrates the transformation between potential and kinetic energy in simple mechanical systems		
	<input type="checkbox"/>	Explains how different forms of energy can be transferred from one place to another		

**An "X" indicates that the Health Unit has been taught.**

<b>Health Units Studied</b>	<input type="checkbox"/>	Physical Wellness	<input type="checkbox"/>	Substance Abuse Prevention
	<input type="checkbox"/>	Personal Safety	<input type="checkbox"/>	Respectful Personal Behavior and Problem Solving
	<input type="checkbox"/>	Body/Human Anatomy		

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## GENERAL TEACHER COMMENTS

Grade Next Year: