

# Los Gatos Union School District



## Standards-Based Report Card

### Fifth Grade

### Parent Handbook 2018 - 2019

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Dear Parents and Guardians,

The Los Gatos Union School District’s new *Standards-Based Report Card* is fully aligned with the State of California’s Common Core Standards. The scores on the report card do not reflect every standard taught and assessed during the school year, but rather the prioritized standards selected by the district’s grade-level teams. Prioritized standards were selected because they were considered high leverage standards that are indicators of future academic success. These prioritized standards are reported on in the scope and sequence designed by teacher teams. The following documents show these selected prioritized standards in the corresponding trimester that they are taught and formally assessed.

We hope the Standards-Based Report Card is a useful tool that enhances school and home communication, and that it provides the basis for ongoing dialogue to support each student’s success.

Sincerely,

Arcia Dorosti  
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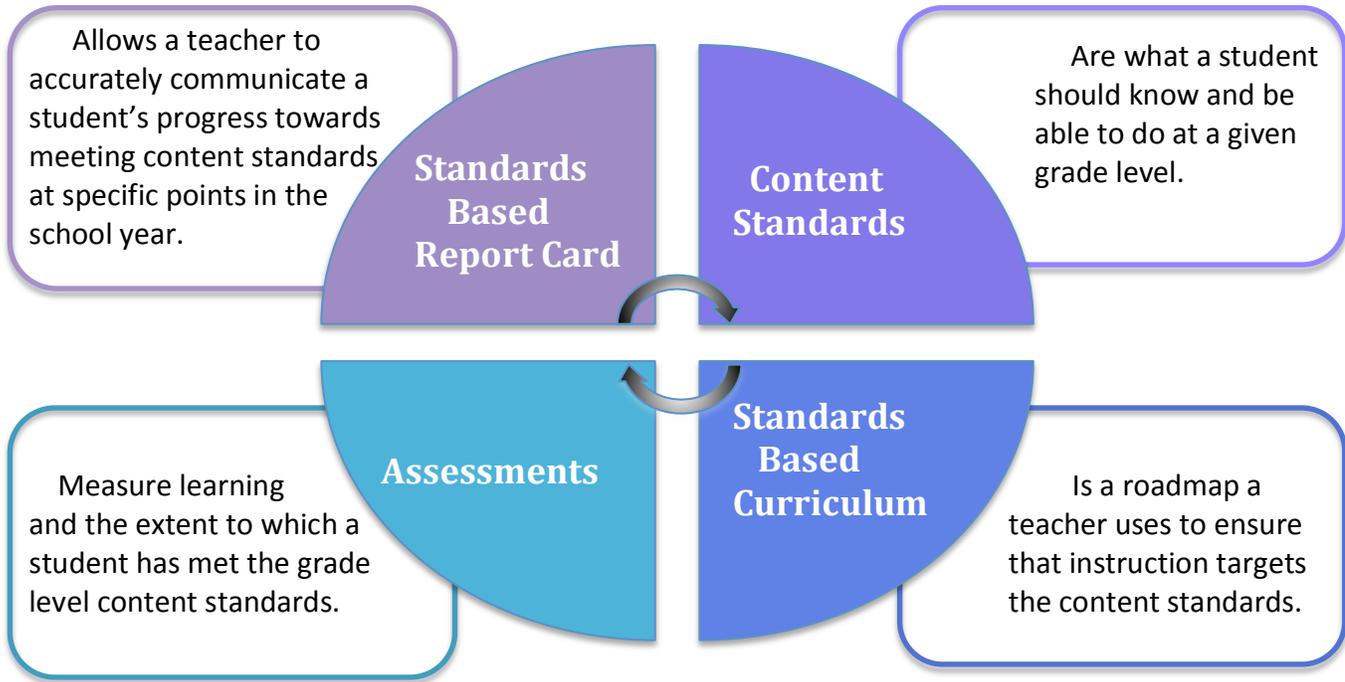
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## Components of a Standards-Based System



TRADITIONAL SYSTEMS	STANDARDS-BASED SYSTEM
<ul style="list-style-type: none"> <li>Major subjects listed by name only</li> </ul>	<ul style="list-style-type: none"> <li>Content standards and grade-level indicators define major subjects</li> </ul>
<ul style="list-style-type: none"> <li>One grade per subject</li> </ul>	<ul style="list-style-type: none"> <li>One grade for each goal within a subject area</li> </ul>
<ul style="list-style-type: none"> <li>Percentage system</li> <li>Criteria often unclear or assumed to be known</li> </ul>	<ul style="list-style-type: none"> <li>Criterion-referenced standards and goals</li> <li>Publicly published criteria/targets</li> </ul>
<ul style="list-style-type: none"> <li>Uncertain mix of achievement/attitude/effort/behavior</li> <li>Includes group scores</li> </ul>	<ul style="list-style-type: none"> <li>Achievement only</li> <li>Individual evidence only</li> </ul>
<ul style="list-style-type: none"> <li>Everything is scored and included regardless of when it was completed in the grading period</li> </ul>	<ul style="list-style-type: none"> <li>Most recent evidence emphasized</li> </ul>
<ul style="list-style-type: none"> <li>Grades "calculated"</li> </ul>	<ul style="list-style-type: none"> <li>Grades "determined" by measuring progress towards meeting standards</li> </ul>
<ul style="list-style-type: none"> <li>Varied quality of assessments</li> </ul>	<ul style="list-style-type: none"> <li>Quality assessments only and data carefully recorded</li> </ul>
<ul style="list-style-type: none"> <li>Teacher decides and announces grades</li> </ul>	<ul style="list-style-type: none"> <li>All aspects of grading discussed with students</li> </ul>

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## Progress Towards Standards

In grades kindergarten through fifth grade, there are three trimesters per school year. At the end of each trimester, teachers will provide information about your student's progress on the Standards-Based Report Card.

For each reporting period, students are evaluated based on their progress in specific, prioritized standards or learning objectives taught during the trimester.

The final report card reflects the student's end-of-year progress in mastering the prioritized standards for that grade level. Proficiency levels are broadly defined as follows:

### SCORING

On a Standards-Based Report Card, a mark of "3" is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of "3" and "2" both indicate that a student is working within the expectation of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The goal is that students will achieve a "3" by the end of the year for each grade-level standard. Learners are scored on their progress made toward mastery of the expectations set forth for each marking period.

# 3

#### **Adequate Understanding of Grade Level Common Core State Standards**

A mark of "3" indicates that the student's progress meets grade-level expectations as demonstrated by evidence which shows individual understanding and consistent application of grade-level concepts. This student has met the expectation independently and requires little to no adult support to demonstrate proficiency after instruction has been delivered.

# 2

#### **Partial Understanding of Grade Level Common Core State Standards**

A mark of "2" indicates that the student has basic understanding of, or partially meets grade-level expectations. The student's progression of skills and information is in the expected range, but he/she still requires support and assistance to meet the requirements of the academic standard for his/her grade-level.

# 1

#### **Minimal Understanding of Grade Level Common Core State Standards**

A mark of "1" indicates that the student has minimal understanding of or consistently does not meet grade-level expectations. Student is not meeting the requirements of the grade-level standard at this time. His/her instructional level is characterized as requiring teacher support and differentiation/accommodations or modifications.

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## Frequently Asked Questions about Standards Based Grading and Reporting

### What are standards based report cards?

On many traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

### Goals of our standards based report card:

1. Clarify and reinforce consistent, high expectations for all students and schools.
2. Help teachers, students, and families focus on the standards throughout the school year.
3. Provide specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement.

### Why are we updating our report card?

Aligning classroom instruction, assessment, and feedback to students and families to the rigorous Common Core State Standards is essential to improving teaching and learning. The revised, K-5 standards-based report card is only one component in this effort. Other efforts include classroom assessments based on standards, student and parent conferences, and the use of Common (district-wide) Benchmark Assessments in both Math and English Language Arts. Each of these creates an opportunity for individual and groups of teachers to reflect on student learning and their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning.

### How can I tell the District's report cards are aligned to the California Standards?

The Los Gatos Union School District's new Standards Based Report Card is fully aligned with the state of California's Common Core Standards. The report card features every domain, heading, and subheading from the Common Core State Standards. Go to <http://www.cde.ca.gov/re/cc/> to have full access to all of the California State Standards.

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### **How will teachers determine the grades?**

Teachers will determine grades using the Los Gatos Union School District's Common Benchmark Assessment given at the end of each trimester in both Math and English Language Arts. The Common Benchmark Assessment is used by teachers to assess prioritized standards. However, the Common Benchmark Assessment is not the only information that teachers use to assign a grade to a student. Teachers will also use classwork and formative assessment data collected during the trimester to inform the grades they assign on the prioritized standards.

### **How frequently will report cards be distributed?**

Report cards will be distributed three times during the school year using a trimester timeline. Each marking period is approximately 13 weeks long. The dates of the marking periods are indicated on the district calendar.

### **What is the difference between Curriculum, Grading, and Reporting?**

The curriculum covers all of the state standards and places them in a logical scope and sequence in a yearlong plan. Grading is the feedback given to students detailing progress towards mastery of grade level standards or expectations. Teachers are reporting progress to parents on prioritized standards, which are commonly assessed across the district and appear on the report card at the end of each trimester.

**Prioritized Standards for Report Card (per Trimester)***Prioritized Standards are subject to changes***Fifth Grade Common Core ELA Curriculum Map - Trimester 1****Prioritized ELA Standards**

Use the following standards when evaluating a student's progress for this trimester.

Standard	<b>Reading Standards for Literature and Informational Text</b>
<i>Key Ideas and Details</i>	
5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<i>Craft and Structure</i>	
5.RI.06	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Standard	<b>Reading Standards for Foundational Skills</b>
<i>Fluency</i>	
Standard	<b>Writing</b>
<i>Text Types and Purposes</i>	
5.W.03a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
5.W.03b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.W.03c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
5.W.03d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
5.W.03e	Provide a conclusion that follows from the narrated experiences or events.
<i>Research to Build and Present Knowledge</i>	
5.W.09b	Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
Standard	<b>Speaking and Listening</b>
<i>Presentations of Knowledge and Ideas</i>	
5.SL.04b	Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.
Standard	<b>Language</b>
<i>Conventions of Standard English</i>	
5.L.02a	Use punctuation to separate items in a series.

**Fifth Grade Common Core Math Curriculum Map - Trimester 1****Prioritized Math Standards**

Use the following standards when evaluating a student's progress for this trimester.

Standard	<b>Operations and Algebraic Thinking</b>
<i>Write and interpret numerical expressions.</i>	
5.OA.01	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
Standard	<b>Number and Operations in Base Ten</b>
<i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i>	
5.NBT.05	Fluently multiply multi-digit whole numbers using the standard algorithm.

## Fifth Grade Common Core Math Curriculum Map - Trimester 1 (cont.)

### Prioritized Standards for Report Card (per Trimester)

*Prioritized Standards are subject to changes*

Standard	Measurement and Data
<i>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</i>	
5.MD.05b	Apply 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.
Standard	Geometry

## Fifth Grade Common Core Music Curriculum Map - Trimester 1

### Prioritized Music Standards

Use the following standards when evaluating a student's progress for this trimester.

Standard	Artistic Perception
<i>Read and notate music</i>	
5.AP.01.1	Read, write and perform simple melodic notation in treble clef, major, and minor keys
Standard	Creative Expression
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Fifth Grade Common Core ELA Curriculum Map - Trimester 2</b>	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Standard	Reading Standards for Foundational Skills
<i>Fluency</i>	
Standard	Writing
<i>Text Types and Purposes</i>	
5.W.01a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
5.W.01b	Provide logically ordered reasons that are supported by facts and details.
5.W.01c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).
5.W.01d	Provide a concluding statement or section related to the opinion presented.
<i>Research to Build and Present Knowledge</i>	
5.W.09a	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
Standard	Speaking and Listening
Standard	Language
<i>Conventions of Standard English</i>	
5.L.02b	Use a comma to separate an introductory element from the rest of the sentence.

<b>Fifth Grade Common Core Math Curriculum Map - Trimester 2</b>	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
Standard	Number and Operations in Base Ten
<i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i>	
5.NBT.06	Find whole-number quotients of whole numbers with 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 and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Fifth Grade Common Core Math Curriculum Map - Trimester 2 (cont.)</b>	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Number and Operations - Fractions
<i>Use equivalent fractions as a strategy to add and subtract fractions.</i>	
5.NF.01	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general, $a/b + c/d = (ad + bc)/bd$ .)
<i>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</i>	
5.NF.06	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
Standard	Measurement and Data
Standard	Geometry

<b>Fifth Grade Common Core Music Curriculum Map - Trimester 2</b>	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
<i>Read and notate music</i>	
5.AP.01.1	Read, write and perform simple melodic notation in treble clef, major, and minor keys
Standard	Creative Expression
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Fifth Grade Common Core ELA Curriculum Map - Trimester 3</b>	
<b>Prioritized ELA Standards</b>	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
5.RL.02	Determine a 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; summarize the text.
<i>Craft and Structure</i>	
5.RL.06	Describe how a narrator’s or speaker’s point of view influences how events are described.
Standard	Reading Standards for Foundational Skills
<i>Fluency</i>	
Standard	Writing
<i>Text Types and Purposes</i>	
5.W.02a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
5.W.02b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5.W.02c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).
5.W.02d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.W.02e	Provide a concluding statement or section related to the information or explanation presented.
Standard	Speaking and Listening
<i>Comprehension and Collaboration</i>	
5.SL.02	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Standard	Language
<i>Conventions of Standard English</i>	
5.L.02c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, Isn’t it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).
<i>Vocabulary Acquisition and Use</i>	
5.L.04b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).

<b>Fifth Grade Common Core Math Curriculum Map - Trimester 3</b>	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
<i>Analyze patterns and relationships.</i>	
5.OA.03	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>
Standard	Number and Operations in Base Ten
Understand the place value system.	
5.NBT.01	Recognize 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 1/10 of what it represents in the place to its left.
<i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i>	
5.NBT.07	Add, subtract, multiply, and divide 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; relate the strategy to a written method and explain the reasoning used.
Standard	Number and Operations - Fractions
Standard	Measurement and Data
<i>Convert like measurement units within a given measurement system.</i>	
5.MD.01	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems.
Standard	Geometry
<i>Graph points on the coordinate plane to solve real-world and mathematical problems.</i>	
5.G.01	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

<b>Fifth Grade Common Core Music Curriculum Map - Trimester 3</b>	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
<i>Read and notate music</i>	
5.AP.01.1	Read, write and perform simple melodic notation in treble clef, major, and minor keys
Standard	Creative Expression
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications