



MORRIS SCHOOL DISTRICT

K-5 REPORT CARD

Student: Steven Gerrard

Grade: 5

Teacher: Mrs. Tickle

Attendance: Present 180 Absent: 0 Tardy: 4

Date: February 14, 2010

COMMUNICATING STUDENT PROGRESS

Keys to Success:

The report card is one form of communication between school and home. Each child will have a very different profile which reflects his or her uniqueness. All children will not show the same progress in each category. Developmental learning is affected by the age and maturity level of the child, his or her out of school experiences, as well as classroom learning. At the second through fifth grades it is a collaborative evaluation in that the student's self-reflection is a key component along with the teacher's narrative profile.

Children in the Morris School District progress along continuums in a child-centered, developmentally appropriate, non-comparative, non-competitive environment. This individualized progress report indicates your child's place along the reading and writing continuums, as well as his/her achievement in developing math knowledge, skills and concepts. The school community promotes academic excellence by empowering children to set and achieve high standards, develop problem solving skills, be self-reflective, make responsible decisions and become life long learners. Parents/guardians are encouraged to be education partners by responding in writing to your child's progress report.

Learning Continuum:

Children may exhibit characteristics from more than one stage on the continuum. Your child exhibits a majority of the characteristics in the area(s) checked on the reverse side of this page. The level to which the child exhibits these characteristics is noted by the use of a key:

I- Independently uses skill

P- Progressing and developing

E- Experiencing difficulty



READING CONTINUUM

| | | | | | | | | | | |
|-------------------------------------------|-------------------------------------------|-----------------------------------------|-----------------------------------|------------------------------------|-------------------------------------------|-------------------------------------|-----------------------------------|------------------------------------|---------------------------------|--|
| <input type="checkbox"/> Readiness | <input type="checkbox"/> Pre-conventional | <input type="checkbox"/> Early Emergent | <input type="checkbox"/> Emergent | <input type="checkbox"/> Beginning | <input type="checkbox"/> Early Developing | <input type="checkbox"/> Developing | <input type="checkbox"/> Bridging | <input type="checkbox"/> Expanding | <input type="checkbox"/> Fluent | |
| COPY & PASTE TEXT IN THIS AREA | | | | | | | | | | |



WRITING CONTINUUM

| | | | | | | | | | |
|-------------------------------------------|-------------------------------------------|-----------------------------------------|-----------------------------------|------------------------------------|-------------------------------------------|-------------------------------------|-----------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Readiness | <input type="checkbox"/> Pre-conventional | <input type="checkbox"/> Early Emergent | <input type="checkbox"/> Emergent | <input type="checkbox"/> Beginning | <input type="checkbox"/> Early Developing | <input type="checkbox"/> Developing | <input type="checkbox"/> Bridging | <input type="checkbox"/> Expanding | <input type="checkbox"/> Fluent |
| COPY & PASTE TEXT IN THIS AREA | | | | | | | | | |



NAME _____

**5th GRADE MATHEMATICS PROGRESS REPORT**

| |
|-------------------------------|
| ASSESSMENT KEY |
| I- Independently uses skill |
| P- Progressing and developing |
| E- Experiencing difficulty |
| N/A- Not accountable |

| Feb | June | Number Sense and Numerical Operations |
|-----|------|-------------------------------------------------------------------------------------------------------|
| | | Can explain a fraction as an expression of division |
| | | Can write and read large numbers |
| | | Demonstrates an understanding of place value concepts: |
| | | through millionths |
| | | through millions |
| | | Uses whole numbers, fractions, decimals and percents to represent equivalent forms of the same number |
| | | Compares and orders whole numbers, fractions and decimals |
| | | Identifies and represents positive and negative numbers on a number line |
| | | Can identify factors and multiples of a given number |
| | | Constructs, uses, and explains procedures for performing calculations when: |
| | | adding numbers |
| | | subtracting numbers |
| | | multiplying numbers |
| | | dividing numbers |
| | | Constructs and uses procedures for performing decimal operations |
| | | Can round whole numbers to the nearest: |
| | | hundreds |
| | | thousands |
| | | millions |
| | | Can round with decimals to the nearest: |
| | | tenths |
| | | hundredths |
| | | thousandths |
| | | Understands standard vocabulary |
| | | Uses and explains procedures for solving problems when: |
| | | adding fractions with same and different denominators |
| | | subtracting fractions with same and different denominators |
| | | multiplying fractions |
| | | dividing fractions |
| | | Mathematical Processes and Problem Solving |
| | | Selects and applies a variety of appropriate problem-solving strategies |
| | | Distinguishes key information and identifies missing information |
| | | Communicates mathematical thinking coherently |
| | | Uses estimation strategies to solve problems |
| | | Uses calculators as a problem solving tool e.g., explore patterns, checking |

| Feb | June | Patterns and Algebra |
|-----|------|-------------------------------------------------------------------------------------------------------------|
| | | Recognize, describe and extends: |
| | | patterns |
| | | graphs |
| | | verbal rules |
| | | tables |
| | | simple equations |
| | | Uses number sentences, with variables (e.g., X, Y) to model situations |
| | | Understands and describes operations as functions |
| | | Understands standard vocabulary |
| | | Data Analysis, Probability and Discrete Math |
| | | Locates and names points on a coordinate grid |
| | | Collects, generates, organizes, and displays data |
| | | Reads, analyzes, generates questions about and draws inferences from displays of data |
| | | Solves problems using statistical landmarks: range, mean, mode, median |
| | | Uses everyday events and chance devices such as dice, coins and spinners to explore concepts of probability |
| | | Determines probabilities of simple events and expresses them as fractions |
| | | Understands standard vocabulary |
| | | Geometry and Measurement |
| | | Uses properties of standard 3D shapes to identify, classify, and describe them |
| | | Identifies, describes, compares and classifies polygons |
| | | Understands and applies concepts of congruence and symmetry |
| | | Identifies, measures and draws angles |
| | | Identifies and draws the radius and diameter of a circle |
| | | Determines and applies strategies and formulas for finding: |
| | | perimeter |
| | | area of a rectangle |
| | | area of a triangle |
| | | Finds volume of complex shapes and rectangular solids |
| | | Selects and uses appropriate standard units of measure and measurement tools to solve real life problems |
| | | Solves elapsed time problems |
| | | Incorporates estimation in measurement |
| | | Measures to the nearest: |
| | | inch |
| | | ¼ inch |
| | | ½ inch |
| | | foot |
| | | Converts measurements between standard and metric systems |
| | | Uses standard units of measure to compare and order objects |
| | | Understands standard vocabulary |

GRADES 3-5 PROGRESS REPORT

STUDENT _____

ASSESSMENT KEY
 I – Independently uses skill
 P – Progressing and developing
 E – Experiencing difficulty

Feb June

Feb June

| | Feb | June |
|------------------------------------------------------------------------------------|-----|------|
| LISTENING/SPEAKING | | |
| Listens carefully to and follows directions | | |
| Responds to peer presentations appropriately | | |
| Participates in discussions in a variety of situations | | |
| Communicates meaningful ideas to the group | | |
| Clearly expresses ideas | | |
| SOCIAL AND EMOTIONAL DEVELOPMENT | | |
| Accepts responsibility for choices | | |
| Demonstrates trustworthiness | | |
| Exhibits willingness to try new tasks; is a risk-taker | | |
| Makes positive statements about self and his/her accomplishments | | |
| Exhibits self-control and shares feelings appropriately | | |
| Interacts with peers (exhibiting respect, courtesy and good manners) | | |
| Interacts appropriately with adults | | |
| Demonstrates caring behaviors | | |
| Accepts constructive criticism and makes an effort to improve | | |
| Respects personal and school property | | |
| Independently follows school and class routines | | |
| Thinks independently and solves own problems | | |
| WORK STUDY HABITS | | |
| Displays effort | | |
| Produces quality work | | |
| Completes class work within an appropriate time frame | | |
| Takes responsibility for completing homework assignments completing them regularly | | |
| Keeps work and materials organized | | |
| Works well independently to accomplish goals | | |
| Works cooperatively in a group | | |
| Actively participates in classroom activities | | |

| | Feb | June |
|-----------------------------------------------------|-----|------|
| SCIENCE Grades 3-5 | | |
| Understands science concepts | | |
| Demonstrates knowledge of key scientific vocabulary | | |
| Actively participates in activities and experiments | | |
| Completes assigned work and projects | | |
| Works well within a group | | |
| Exhibits good conduct | | |

| | Feb | June |
|-----------------------------------------------------------|-----|------|
| PHYSICAL EDUCATION/HEALTH Grades 3-5 | | |
| Demonstrates age appropriate movement skills and concepts | | |
| Applies PE skills into activities | | |
| Engages in fitness enhancing activities | | |
| Demonstrates positive behaviors | | |
| Follows directions and rules related to safety | | |
| Demonstrates understanding of health concepts | | |

| | Feb | June |
|-----------------------------------------------------|-----|------|
| ART Grades 3-5 | | |
| Uses materials and employs techniques appropriately | | |
| Understands the concepts of art | | |
| Completes class work in an appropriate time frame | | |
| Shows effort | | |
| Listens to and follows directions | | |

| | Feb | June |
|---------------------------------------------|-----|------|
| VOCAL MUSIC Grades 3-5 | | |
| Performs age appropriate rhythms accurately | | |
| Matches pitch consistently | | |
| Applies musical knowledge and skills | | |
| Actively participates in musical activities | | |
| Exhibits good conduct | | |

| | Feb | June |
|-----------------------------------------------------|-----|------|
| INSTRUMENTAL/STRINGS/BAND Grades 4/5 | | |
| Performs age appropriate rhythms accurately | | |
| Plays with appropriate technique | | |
| Plays with characteristic tone quality | | |
| Comes prepared and actively participates in lessons | | |
| Practices consistently | | |
| Exhibits good conduct | | |

| | Feb | June |
|----------------------------------------------------------------------------------------------------------------------------------------|-----|------|
| MEDIA LITERACY Grades 3-5 | | |
| Takes proper care of books, materials, and the media center | | |
| Locates appropriate materials in the media center | | |
| Recognizes variety of fiction genres (for example: historical, fantasy, etc.), non-fiction and reference materials. | | |
| Chooses appropriate source (for example: dictionary, encyclopedia, online resources for information needs | | |
| Uses tables of contents, index, glossary and other reference materials for information needs (class assignments and personal interest) | | |
| Performs advanced searches on the Internet and online catalog (OPAC) | | |
| Can create a presentation with text, pictures, sounds, transitions, and/or video clips using multimedia tools such as PowerPoint | | |
| Aware of safe Internet usage | | |
| Listens attentively | | |



STUDENT NAME: _____

REPORT CARD COMMENTS

Narrative based on positive growth seen this year (Reading, Writing, Math, Social and Emotional)

GOALS (Drawn specifically from the continuum and other report card aspects)

Teacher signature _____

-----**Tear here**-----

PARENT COMMENT(s) – [Please *sign and return this section of the page only to your child's homeroom teacher*]

Parent signature _____

