

Student:

Spencerport Central School District

School: Canal View Elementary School

Grade 5 Report Card

Teacher:

**Attendance Summary:**

|        | November | March | June | Total |
|--------|----------|-------|------|-------|
| Absent | 0        | 0     | 0    | 0.0   |
| Tardy  | 0        | 0     | 0    | 0     |

**Rating Codes:**

| Meeting Standards with Distinction | Meeting Standards | Working Towards Standards | Not Meeting Standards | No Grade |
|------------------------------------|-------------------|---------------------------|-----------------------|----------|
| 4                                  | 3                 | 2                         | 1                     | NG       |

**Effort Codes:**

| Outstanding | Consistent | Inconsistent | Area of Concern |
|-------------|------------|--------------|-----------------|
| O           | CO         | IN           | AC              |

| Grade 5 Humanities  |  |  |  |
|---|--|--|--|
|   |  |  |  |
| <b>Reading:</b>   |  |  |  |
| Reading Effort  |  |  |  |
| Reading Level (Gr. 5 Year-End Target is V)                          |  |  |  |
| Analyzes characters, setting or events                              |  |  |  |
| Compares and contrasts similar themes, topics or characters         |  |  |  |
| Identifies the main idea and key details when reading               |  |  |  |
| Knows and applies phonics and word analysis skills to decode words  |  |  |  |
| Reads text with appropriate accuracy                                |  |  |  |
| Reads text with appropriate phrasing, fluency, and expression       |  |  |  |
| Uses information from the text to answer questions                  |  |  |  |
| Uses text to determine meaning of unknown words and phrases         |  |  |  |
| <b>Speaking and Listening:</b>                                      |  |  |  |
| Clearly expresses thoughts and ideas                                |  |  |  |
| Engages in collaborative discussions                                |  |  |  |
| <b>Written Expression:</b>  |  |  |  |
| Written Expression Effort   |  |  |  |
| Demonstrates command of grammar and punctuation                     |  |  |  |
| Demonstrates varied sentence structure                              |  |  |  |
| Writes ideas that address the assigned topic using relevant details |  |  |  |
| Writing demonstrates organization                                   |  |  |  |
| <b>Social Studies:</b>  |  |  |  |
| Social Studies Overall Grade  |  |  |  |
| Social Studies Effort   |  |  |  |

| Grade 5 STEM  |  |  |  |
|---|--|--|--|
|   |  |  |  |
| <b>Mathematics:</b>   |  |  |  |
| Mathematics Effort  |  |  |  |
| Student can express, explain, and organize thinking   |  |  |  |
| Student is able to think mathematically   |  |  |  |
| Student works accurately  |  |  |  |
| Operations and Algebraic Thinking   |  |  |  |
| <ul style="list-style-type: none"> <li>Analyzes patterns and relationships</li> <li>Writes and interprets numerical expressions</li> </ul>  |  |  |  |
| Number and Operations   |  |  |  |
| <ul style="list-style-type: none"> <li>Understands the place value system</li> <li>Performs operations with multi-digit whole numbers &amp; with decimals</li> <li>Uses equivalent fractions as a strategy to add &amp; subtract fractions</li> <li>Applies and extends understandings of multiplication/division</li> </ul>  |  |  |  |
| Measurement/Data/Geometry   |  |  |  |
| <ul style="list-style-type: none"> <li>Converts like measurement units within a given measurement system</li> <li>Represents and interprets data</li> <li>Understands concepts of volume: relate to multiplication &amp; addition</li> <li>Graphs points on the coordinate plane to solve problems</li> <li>Classifies two-dimensional figures based on their properties</li> </ul> |  |  |  |
| <b>Science/Health:</b>  |  |  |  |
| Science/Health Overall Grade  |  |  |  |
| Science/Health Effort   |  |  |  |

| Response to Intervention Services (RTI) |  |  |  |
|---|--|--|--|
|   |  |  |  |
| Literacy Support                        |  |  |  |
| Mathematics Support                     |  |  |  |