

Solon City Schools

Fifth Grade Report Card Guidelines



Purpose:

This booklet is intended to inform parents about the guidelines used for grading fifth grade students.

Instructions for use:

**Please keep your child's report card and this booklet.
Sign and return report card envelope.**

District Mission Statement

By inspiring students to achieve their personal best, the Solon City Schools will ensure all students attain the knowledge and skills necessary to succeed and become contributing, ethical citizens through a collaborative learning community working in partnership with families and our diverse community.

Academic Goals

The goal is that all students will attain mastery of these fifth grade learning outcomes. Most students will not demonstrate achievement until the end of the year.

Contents

- Writing Continuum for Content/Organization
- Writing Continuum for Language/Spelling
- Grading Guidelines for Reading Development
- Grading Guidelines for Mathematics, Science, and Social Studies

Grade 5 Writing Continuum:

Content/Organization

	1	2	3 5th Grade End-of-Year Standard	4	5
<p>Content/Organization The student's writing during the grading period generally reflects the following:</p>	<p>No identifiable introduction; no sense of sequence; introduction, body and conclusion not clear; plot/purpose cannot be identified; considerable off-topic writing; no paragraphs, or apparent paragraphs not composed of related sentences; little or no use of supporting material to develop the piece; no identifiable conclusion.</p>	<p>Limited introduction attempts to introduce topic; may fail to capture reader's interest; hard to identify introduction, body and conclusion; sequence confusing, difficult to follow; plot/purpose unclear, confusing to reader; attempt to organize related sentences into paragraphs; literary devices used rarely and/or incorrectly; off-topic writing limits understanding; transitions missing or repetitive; some use of supporting material to develop the piece; conclusion attempted, but piece ends abruptly.</p>	<p>Adequate introduction introduces topic and may attempt to capture reader's interest; identifiable sequence, including introduction, body and conclusion; plot/purpose can be identified by reader; paragraphs begin to show grouping of related sentences; may use some literary devices; most of the writing is focused and on topic; some success with use of transitions; emerging use of supporting material to develop the piece; attempt at conclusion is evident.</p>	<p>Interesting introduction introduces topic, captures reader's interest; clear introduction, body and conclusion contribute to overall logical sequence; plot/purpose clear, complete; paragraphs are well organized and composed of related sentences; effective use of some literary devices; writing is focused and on topic; effective use of transitions; effective use of supporting material to develop the piece; conclusion summarizes topic or resolves problem and satisfies the reader.</p>	<p>Original, well developed introduction draws reader into the piece; logical, well written introduction, body and conclusion enhance logical, coherent sequence; plot/purpose is clear, complete and detailed so as to engage the reader; well crafted coherent paragraphs are constructed in variety of ways; effective use of several literary devices; writing is focused and on topic throughout; effective use of transitions throughout; sophisticated use of supporting material achieves the purpose of the writing; well developed, fresh conclusion ties elements of the piece together and satisfies the reader.</p>

Grade 5 Writing Continuum:

Conventions of Language

	1	2	3 5th Grade End-of-Year Standard	4	5
<p>Conventions of Language The student's writing during the grading period generally reflects the following:</p>	<p>Inconsistent use of capitalization and/or punctuation; many incomplete sentences; incorrect grammar; inconsistent paragraphing structure (indenting); uses vague, simple and/or incorrect vocabulary.</p>	<p>Correct use of capitals to begin sentences, and with names; correctly uses most endmarks; sentences are mostly complete correct use of basic grammar; some paragraph indenting; uses limited vocabulary and a few topic/content words.</p>	<p>Uses correct capitalization and grammar; correctly uses commas, endmarks, apostrophes and quotation marks; uses complete sentences; some variety in sentence structure; beginning use of a varied vocabulary and some topic/content words; some description; paragraphs indented.</p>	<p>Correct capitalization and grammar with some success in sophisticated efforts; correctly uses basic punctuation with some success in sophisticated efforts; emerging use of compound and complex sentences; uses a varied vocabulary and topic/content words; detailed description adds to the writing; paragraphs indented.</p>	<p>Correct capitalization, punctuation and grammar even in sophisticated efforts; variety in sentence beginnings, lengths and types throughout the piece; word choice is vivid, precise and original; detailed description advances the writing; consistent, accurate paragraphing even in sophisticated efforts.</p>
<p>Spelling</p>	<p>Late Within Word</p> <p>Consistently uses:</p> <ul style="list-style-type: none"> • Long vowel patterns • Pre-consonant nasal sounds • Complex consonant units • Ambiguous vowel units <p>Uses but confuses:</p> <ul style="list-style-type: none"> • Consonant doubling and e-drop with "ed" and "ing" endings 	<p>Early Syllable Juncture</p> <p>Consistently uses:</p> <ul style="list-style-type: none"> • Most vowel and consonant patterns in single syllable words • Compound words <p>Uses but confuses:</p> <ul style="list-style-type: none"> • R-controlled patterns in stressed syllables (dist <u>urb</u>) • Consonant doubling or e-dropping with "ed" and "ing" 	<p>Middle Syllable Juncture</p> <p>Consistently uses:</p> <ul style="list-style-type: none"> • R-controlled vowel patterns in stressed syllables (dist <u>urb</u>) • Consonant doubling or e-dropping with "ed" and "ing" <p>Uses but confuses:</p> <ul style="list-style-type: none"> • Doubling where syllables join (matter, not mater) • Long vowel patterns in stressed syllable • Vowels in unstressed syllables 	<p>Late Syllable Juncture</p> <p>Consistently uses:</p> <ul style="list-style-type: none"> • Doubling where syllables join (matter, not mater) • Long vowel patterns in stressed syllable • Vowels in unstressed syllables <p>Uses but confuses:</p> <ul style="list-style-type: none"> • Root constancies in related words (sign, signature) 	<p>Early Derivational Relations</p> <p>Consistently uses:</p> <ul style="list-style-type: none"> • Roots to spell related words (sign, signature) <p>Uses but confuses:</p> <ul style="list-style-type: none"> • Latin derived suffixes with like pronunciations (-able, -ible) • Consonant changes in related words (space, spa<u>ti</u>al)

Grading Guidelines for Reading

Grade 5

A

- Selects and reads with understanding appropriate reading materials, including those of increasing difficulty, from a variety of genres
- Uses appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate literal comprehension in both fiction and nonfiction
- Uses appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate inferential comprehension in both fiction and nonfiction
- Demonstrates literal/inferential understanding in written response and with graphic organizers
- Constructs meaning of unfamiliar words using phonetic or context clues and uses new vocabulary in written/verbal responses
- Uses the concepts/vocabulary of fiction (elements of literature) or nonfiction (text structure and features) in written/verbal responses
- Comments on interpretation of author's craft: point of view; plot; literary forms and genres; word choice and figurative language and author's purpose in written/verbal responses
- Regularly applies classroom instruction to improve reading-related activities

B

- Selects and reads with understanding appropriate reading materials, attempting those of increasing difficulty, from a variety of genres
- Uses appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate literal comprehension in both fiction and nonfiction
- Uses appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate inferential comprehension in both fiction and nonfiction, with occasional prompting
- Demonstrates literal/inferential understanding in written response and with graphic organizers, with occasional prompting
- Constructs meaning of unfamiliar words using phonetic or context clues and uses new vocabulary in written/verbal responses, with occasional prompting
- Uses the concepts/vocabulary of fiction (elements of literature) or nonfiction (text structure and features) in written/verbal responses, with occasional prompting
- Comments on interpretation of author's craft: point of view; plot; literary forms and genres; word choice and figurative language and author's purpose in written/verbal responses, with occasional prompting
- Applies classroom instruction to improve reading-related activities, with occasional prompting

C

- Selects and reads with understanding appropriate reading materials, mostly at grade level, from a variety of genres
- Uses appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate literal comprehension in both fiction and nonfiction
- Uses appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate inferential comprehension in both fiction and nonfiction, with prompting
- Demonstrates literal/inferential understanding in written response and with graphic organizers, with prompting
- Constructs meaning of unfamiliar words using phonetic or context clues and uses new vocabulary in written/verbal responses, with prompting
- Uses the concepts/vocabulary of fiction (elements of literature) or nonfiction (text structure and features) in written/verbal responses, with prompting
- Comments on interpretation of author's craft: point of view; plot; literary forms and genres; word choice and figurative language and author's purpose in written/verbal responses, with prompting
- Applies classroom instruction to improve reading-related activities, with prompting

Grading Guidelines for Reading (cont.)

Grade 5

D

- Has difficulty selecting and reading with understanding grade level materials
- Rarely uses appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate literal comprehension in both fiction and nonfiction, even with prompting
- Rarely uses appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate inferential comprehension in both fiction and non-fiction, even with prompting
- Rarely demonstrates literal/inferential understanding in written response and with graphic organizers, even with prompting
- Rarely constructs meaning of unfamiliar words using phonetic or context clues and uses new vocabulary in written/verbal responses, even with prompting
- Rarely uses the concepts/vocabulary of fiction (elements of literature) or nonfiction (text structure and features) in written/verbal responses, even with prompting
- Rarely comments on interpretation of author's craft: point of view; plot; literary forms and genres; word choice and figurative language and author's purpose in written/verbal responses, even with prompting
- Rarely applies classroom instruction to improve reading-related activities, even with prompting

F

- Does not select and read with understanding grade level material, even with assistance
- Does not use appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate literal comprehension in both fiction and nonfiction, even with prompting
- Does not use appropriate strategies, such as monitoring, predicting, visualizing, questioning, connecting, determining importance and summarizing, to construct meaning and demonstrate inferential comprehension in both fiction and nonfiction, even with prompting
- Does not demonstrate literal/inferential understanding in written response and with graphic organizers, even with prompting
- Does not construct meaning of unfamiliar words using phonetic or context clues and uses new vocabulary in written/verbal responses, even with prompting
- Does not use the concepts/vocabulary of fiction (elements of literature) or nonfiction (text structure and features) in written/verbal responses, even with prompting
- Does not comment on interpretation of author's craft: point of view; plot; literary forms and genres; word choice and figurative language and author's purpose in written/verbal responses, even with prompting
- Does not apply classroom instruction to improve reading-related activities, even with prompting

Grading Guidelines for Mathematics Grade 5

A

- Fully understands concepts addressed during the current quarter
- Links new to past learning
- Generates and utilizes a variety of strategies for problem-solving
- Recognizes and understands how concepts relate to real-life situations
- Clearly communicates understanding of concepts through verbal/written means

B

- Understands most new concepts addressed during the current quarter
- Often links new to past learning
- Generates and utilizes strategies for problem-solving
- Often recognizes and understands how concepts relate to real-life situations
- Often communicates understanding of concepts through written/verbal means

C

- Understands some new concepts addressed during the current quarter
- Attempts to link new to past learning
- Utilizes strategies to compute and problem-solve
- Is beginning to apply concepts to real-life situations
- Sometimes communicates understanding of concepts through written/verbal means

D

- Does not understand most grade level concepts addressed during the current quarter
- Continues to struggle with previous concepts
- Rarely utilizes strategies to compute and problem-solve
- Rarely applies concepts to real-life situations
- Attempts to communicate understanding of concepts through written/verbal means

F

- Work is inferior to grade level standards for passing

Grading Guidelines for Science and Social Studies Grade 5

A

- Fully understands concepts addressed during the current quarter
- Links new to past learning
- Generates and utilizes a variety of strategies for problem-solving
- Recognizes and understands how concepts relate to real-life situations
- Clearly communicates understanding of concepts through verbal/written means

B

- Understands most new concepts addressed during the current quarter
- Often links new to past learning
- Generates and utilizes strategies for problem-solving
- Often recognizes and understands how concepts relate to real-life situations
- Often communicates understanding of concepts through written/verbal means

C

- Understands some new concepts addressed during the current quarter
- Attempts to link new to past learning
- Utilizes strategies to compute and problem-solve
- Is beginning to apply concepts to real-life situations
- Often needs additional instruction in small groups or individually

D

- Does not understand most grade level concepts addressed during the current quarter
- Continues to struggle with previous concepts
- Attempts to communicate understanding of concepts through written/verbal means

F

- Work is inferior to grade level standards for passing

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