



Aurora Elementary Report Card

Educating Today's Learners for Tomorrow's World.

School Year: 2023-2024

Student Name:

Grade: 5

| GRADING SCALE | |
|---------------|-------------------------------------|
| Gray Box | Indicates not assessed at this time |
| 1 | Novice |
| 2 | Approaching |
| 3 | Proficient |
| 4 | Advanced |
| NA | Not Assessed |
| IE | Insufficient Evidence |

| Attendance | T1 | T2 | T3 | Year |
|-------------|----|----|----|------|
| Days Absent | | | | |
| Times Tardy | | | | |

Access ID:

Password:

| Literacy & Social Studies: | T1 | T2 | T3 |
|--|----|----|----|
| Literacy & Social Studies | | | |
| Communication - Engages in discussions, builds on others' ideas, and clearly explains ideas from grade level topics or texts. | | | |
| Comprehension - Use strategies and skills to understand content when reading and listening to both non-fiction and fiction texts. | | | |
| Critical Thinking - Question for understanding, gather relevant information, cite evidence, draw conclusions, analyze and describe points of view, use and apply problem solving strategies, explain critical thinking, and reflect through connections. | | | |
| Reading - Use strategies and skills to read on grade level. | | | |
| Word Study and Vocabulary - Understand and apply the knowledge of words, word parts, and syllables to read, spell, decode, and apply meaning to learn new concepts and communicate effectively. | | | |
| Writing - Creation and Content - Include organization, well-developed ideas and details, appropriate word choice, and sentence fluency in writing. | | | |
| Writing - Use of Conventions - Use appropriate grade-level grammar, punctuation, capitalization, and spelling in writing. | | | |

Comments

| Mathematics: | T1 | T2 | T3 |
|---|-----------|-----------|-----------|
| Mathematics | | | |
| Geometry - Graph points on the coordinate plane to solve real-world and mathematical problems; classify two-dimensional figures into categories based on their properties. | | | |
| Measurement & Data - Geometric measurement: understand concepts of volume and relate volume to multiplication and addition; convert like measurement units within a given measurement system; represent and interpret data. | | | |
| Number and Operations in Base Ten - Understand the place value system; perform operations with multi-digit whole numbers and with decimals to hundredths. | | | |
| Number and Operations - Fractions - Use equivalent fractions as a strategy to add and subtract fractions; apply and extend previous understandings of multiplication and division to multiply and divide fractions. | | | |
| Operations & Algebraic Thinking - Write and interpret numerical expressions; analyze patterns and relationships. | | | |

Comments

Please continue to work on basic facts for multiplication and division through 100. Knowing the basic facts significantly helps work in all areas, but especially upcoming fractions units. Thank you, Mrs. Hamm

| Science: | T1 | T2 | T3 |
|--|-----------|-----------|-----------|
| Science | | | |
| Patterns - Observe patterns of forms and events and question about relationships and the factors that influence them. | | | |
| Scale, Proportion, & Quantity - Recognize what is relevant at different measures of size, time, and energy and recognize how changes in scale, proportion, or quantity affect a system's structure or performance. | | | |
| Systems & Systems Models - Provide tools for understanding and test ideas that are applicable throughout science and engineering. | | | |

Approaches to Learning

| Respectful | T1 | T2 | T3 |
|---|-----------|-----------|-----------|
| Listens-Takes turns speaking, asks questions to meet their needs, demonstrates nonverbal listening skills, and communicates with compassion and respect for everyone. | | | |
| Respects Resources-Takes care of personal property and is respectful of personal resources and resources that belong to others or to the school. | | | |
| Collaborative-Engages in compassionate respectful discussions and decision-making, fulfills an assigned role, accepts others perceptions and feedback and disagrees respectfully, coming to a collaborative decision. | | | |

| Responsible | T1 | T2 | T3 |
|--|-----------|-----------|-----------|
| Digital Citizenship & Ethical Use - Follows the acceptable use policy, protects personal information, uses appropriate resources to meet personal learning goals, and respects the privacy of others while using technology. | | | |
| Efficient - Uses the time allotted for tasks, engages in positive-self talk to complete challenging tasks, and reflects on personal habits to complete assigned tasks as expected. | | | |
| Organized - Uses an organizational system (e.g., binder, file system, folders, mailbox), follows classroom procedures, and demonstrates the ability to break longer assignments into manageable tasks. | | | |

| Safe | T1 | T2 | T3 |
|--|-----------|-----------|-----------|
| Follows Rules - Follows rules and procedures established in all school environments including classrooms, hallways, cafeteria, bathrooms, playground, etc. | | | |
| Solves Problems - Solves age appropriate personal and interpersonal problems, identifies multiple solutions and their consequences, accepts responsibility for their actions, and makes amends as necessary. | | | |
| Shows Self-Control - Demonstrates calming down techniques to age appropriate situations and uses positive self-talk to avoid making assumptions about others. | | | |

| Visual Art: | T1 | T2 | T3 |
|--|-----------|-----------|-----------|
| Visual Art | | | |
| Respond - Respond to elements of art, discussing how they are used to communicate with the viewer. | | | |
| Present - Use art vocabulary when creating, discussing, and analyzing the importance and purpose of art, and selecting art for presentation. | | | |
| Profile of a Graduate - Work collaboratively and safely, demonstrating responsibility when using tools and materials to create art. | | | |
| Create - Use a variety of materials to design and create artistic products with purpose and attention to craftsmanship. | | | |
| Connect - Express ideas by engaging their imagination and exploring connections to other disciplines, cultures, and artists. | | | |

| Music: | T1 | T2 | T3 |
|---|-----------|-----------|-----------|
| Music | | | |
| Perform - Read and perform music in standard notation with expression and technical accuracy, apply feedback to refine a performance for a specific purpose, and explain how performances are influenced by personal, social, and cultural knowledge. | | | |
| Create - Compose, improvise, and arrange rhythmic, melodic, and harmonic ideas that demonstrate artistry, express intent, and explain connections to purpose and context. | | | |
| Respond - Demonstrate and explain, citing evidence, how responses are informed by a variety of factors, including expressive qualities, form, musical elements, social, cultural, and historical contexts, and specific interests and purposes. Students evaluate musical works and performances and explain appropriateness. | | | |
| Connect - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Students demonstrate an understanding of relationships between music and other arts, disciplines, varied contexts, and daily life. | | | |
| Profile of a Graduate - Demonstrate engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities and by showing respect for classroom instruments, equipment and materials and by receiving 1 or fewer formal notifications per trimester. | | | |

| Physical Education: | T1 | T2 | T3 |
|---|-----------|-----------|-----------|
| Phy Ed | | | |
| Motor Skills and Movement Patterns - Demonstrates in a practice setting grade-appropriate motor skills and movement patterns including kicking, foot dribbling, catching, throwing, rolling, hand dribbling, hand volleying, and striking with short and long implements. | | | |
| Personal and Social Responsibility - Demonstrates respect for self and others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback from others in a variety of physical activity contexts. | | | |
| Engagement - Actively participates in warm-up, cool-down, and skill-building activities; being resilient by making an effort to improve skills and knowledge to help achieve a health-enhancing level of physical activity and fitness. | | | |

| Health: | T1 | T2 | T3 |
|--|-----------|-----------|-----------|
| Health | | | |
| Health Skills - Demonstrates communication, critical thinking, and decision-making skills to maintain or improve one's physical, mental, emotional, and social health. | | | |

| | | | |
|--|--|--|-----------|
| | | | Y1 |
|--|--|--|-----------|