

**PARENT GUIDE
TO THE NORTHWOOD &
VILLAGE ELEMENTARY
REPORT CARD
GRADE 5**



This Report Card, aligned with the New York State Common Core Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

It is our professional responsibility to provide parents and students with complete and accurate information that reflect your child's performance, and the indicators on the Report Card are designed to reflect *achievement*. *Achievement* is measured by student's performance at a single point in time and how well the student performs against a standard. We also need to help you understand the *progress* your child is making. *Progress* is measured by how much "gain" or "growth" a student makes over time and compares the child only to him/herself. The narrative in the Report Card, parent conferences, informal communication, and work sent home help provide you with information about your child's progress.

This Parent Guide was written to assist you in understanding how your child is scored on the elementary Report Card.

- **Content Descriptors:** These are used for the various subject areas. They are scores of 1, 2, 3 and 4 with descriptions that help parents understand what each number truly signifies. In addition, the meanings of the scores of 1-4 in each trimester are also articulated.
- **Behavior Descriptors:** These are used for work habits and behaviors, which are different than the subject areas.

Finally, we recognize that the standards in mathematics are unfamiliar and at times, can be difficult to understand; even beginning at first grade some are wordy or specific to particular concepts. This guide provides information to explain **some** of the more complex math indicators entail so you can understand the areas in which your child is struggling or mastering. It also explains the mathematical **thinking** we are working toward developing, along with specific grade level **content**.

1-4 CONTENT DESCRIPTORS FOR THE SUBJECT AREAS

For the trimesters 1 and 2, students are evaluated based **on their progress toward** end-of-year standard/benchmark. For the final trimester in June, the score reflects their **actual achievement** in relation to that standard/benchmark.

4 Exceeds Standards

- **Trimester 1:** The student is already or nearly achieving the end-of-year standard/benchmark.
- **Trimester 2:** The student is already achieving the end-of-year standard/benchmark.
- **Trimester 3:** Student demonstrates a deeper understanding of grade level standards and application of skills is that is well beyond the grade level standard/benchmark.

3 Meets Standards Independently

- **Trimester 1 and 2:** The student is making consistent and adequate progress **toward** achieving end-of-year standard/benchmark. At this point in time, the student is where they need to be so that by the end of the year, he/she will meet the end of year standard/benchmark.
- **Trimester 3:** Score of 3 reflects that the student is actually meeting the standard/benchmark.
 - Student demonstrates consistent application of skills
 - Student independently applies grade level standards and skills.

2 Partially Meets Standards

- **Trimester 1 and 2:** Student is making progress yet is below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** A score of 2 indicates that the student's actual achievement only partially meets the standard/benchmark.
 - Student needs assistance to use grade level standards and skills
 - Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level
 - Student is progressing in understanding, however, the skills are not yet mastered

1 Does Not Meet Standards

- **Trimester 1 and 2:** Student may be making some progress, but is well below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** Score 1 indicates that the student's actual achievement is below the standard/benchmark.
 - Student needs continued support; may struggle even with assistance
 - Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level

DESCRIPTORS FOR WORK HABITS AND BEHAVIORS

Students receive the following scores, separate from the subject areas, for work habits and behaviors.

- 3 demonstrates
- 2 occasionally demonstrates
- 1 has difficulty demonstrating

MATH

Grades 1 - 6

The math section of the Progress Report contains

- 3 Mathematical Thinking indicators
- Additional content indicators for the most important math concepts in the grade level

In each Progress Report, the first 3 indicators are Mathematical Thinking indicators. Please see them below:

1. **Make sense of problems and perseveres in solving them.**

Teachers will be looking for the following evidence:

- The student explained the problem and showed perseverance by making sense of the problem.
- The student selected and applied an appropriate problem solving strategy that lead to a thorough and accurate solution.
- The student checked their answer using another method.

2. **Clearly and precisely communicates mathematically thinking.**

Teachers will be looking for the following evidence:

- The student was precise by clearly describing their actions and strategies, while showing understanding and using grade level appropriate vocabulary in their process of finding solutions and can compare their process to peers alternative process.
- The student expressed and justified their opinion using a variety of numbers, pictures, charts, and words.
- The student connects quantities to written symbols and creates a logical representation with precision.

3. **Use mathematical strategies, models and tools appropriately.**

Teachers will be looking for the following evidence:

- The student selected multiple efficient tools and correctly represented the tools to reason and justify their response.
- The student was able to explain why their tool/model was efficient.

The content will be changing as the year progresses, but our practice/thinking expectations remain consistent. For example, when students have finished up units on multiplication and division of whole numbers, we will consider the first indicator to be

- *Makes sense of multiplication and division problems and perseveres in solving them.*

The next trimester students may have finished fractions. At that point, the first indicator is considered to be

- *Makes sense of fraction problems and perseveres in solving them.*

Below we have listed some of the Grade 5 math content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

Use place value understanding and properties of operations to perform multi-digit arithmetic (whole number and decimal) efficiently.

Teachers will be looking for evidence such as:

- Students select and use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil.
- They work flexibly with basic number combinations and use visual models, benchmarks, and equivalent forms.
- Students are accurate and efficient (use a reasonable amount of steps).
- Students are flexible in using strategies such as the distributive property, breaking numbers apart (decomposing and recomposing), etc. They use strategies according to the numbers in the problem, 26×4 may lend itself to $(25 \times 4) + 4$ where as another problem might lend itself to making an equivalent problem $32 \times 4 = 64 \times 2$.
- In applying the standard algorithm, students recognize the importance of place value.
- Students add, subtract, multiply and divide decimals. Their work focuses on concrete models and pictorial representations.
- Students extend the models and strategies they developed for whole numbers in grades 1-4 to decimal values.
- Before students are asked to give exact answers, they estimate answers based on their understanding of operations and the value of the numbers.
- Students know that when they add decimals they add tenths to tenths and hundredths to hundredths.

Example:

There are 225 dozen cookies in the bakery. How many cookies are there?

Student 1

225×12
I broke 12 up into 10 and 2.
 $225 \times 10 = 2,250$
 $225 \times 2 = 450$
 $2,250 + 450 = 2,700$

Student 2

225×12
I broke up 225 into 200 and 25.
 $200 \times 12 = 2,400$
I broke 25 up into 5×5 , so I had $5 \times 5 \times 12$ or $5 \times 12 \times 5$.
 $5 \times 12 = 60$. $60 \times 5 = 300$
I then added 2,400 and 300
 $2,400 + 300 = 2,700$.

Student 3

I doubled 225 and cut 12 in half to get 450×6 . I then doubled 450 again and cut 6 in half to get 900×3 .
 $900 \times 3 = 2,700$.

Draw a array model for 225×12 ... 200×10 , 200×2 , 20×10 , 20×2 , 5×10 , 5×2

	200	20	5
10	2,000	200	50
2	400	40	10

2,000
400
200
40
50
<u>+ 10</u>
2,700

There are 1,716 students participating in Field Day. They are put into teams of 16 for the competition. How many teams get created? If you have left over students, what do you do with them?

Student 1

1,716 divided by 16
 There are 100 16's in 1,716.
 $1,716 - 1,600 = 116$
 I know there are at least 6 16's.
 $116 - 96 = 20$
 I can take out at least 1 more 16.
 $20 - 16 = 4$
 There were 107 teams with 4 students left over. If we put the extra students on different team, 4 teams will have 17 students.

Student 2

1,716 divided by 16.
 There are 100 16's in 1,716.
 Ten groups of 16 is 160.
 That's too big.
 Half of that is 80, which is 5 groups.
 I know that 2 groups of 16's is 32.
 I have 4 students left over.

1716	
-1600	100
116	
-80	5
36	
-32	2
4	

Student 3

$1,716 \div 16 =$
 I want to get to 1,716
 I know that 100 16's equals 1,600
 I know that 5 16's equals 80
 $1,600 + 80 = 1,680$
 Two more groups of 16's equals 32, which gets us to 1,712
 I am 4 away from 1,716
 So we had $100 + 6 + 1 = 107$ teams
 Those other 4 students can just hang out.

Student 4

How many 16's are in 1,716?
 We have an area of 1,716. I know that one side of my array is 16 units long. I used 16 as the height. I am trying to answer the question what is the width of my rectangle if the area is 1,716 and the height is 16.
 $100 + 7 = 107$ R 4

	100	7
16	$100 \times 16 = 1,600$	$7 \times 16 = 112$
	$1,716 - 1,600 = 116$	$116 - 112 = 4$

Super 7

on each team

of teams

100
2
2
2
+ 1
107 teams
4 kids extra.
(They can be in charge of judging.)

This strategy is useful especially for students who are not fluent with facts.

Example: $9984 \div 64$

- An area model for division is shown below. As the student uses the area model, s/he keeps track of how much of the 9984 is left to divide.

	64
100	6400
50	3200
5	320
1	64

64	$\overline{)9984}$
	$\underline{-6400}$ (100 x 64)
	3584
	$\underline{-3200}$ (50 x 64)
	384
	$\underline{-320}$ (5 x 64)
	64
	$\underline{-64}$ (1 x 64)
	0

• $3.6 + 1.7$

A student might estimate the sum to be larger than 5 because 3.6 is more than $3 \frac{1}{2}$ and 1.7 is more than $1 \frac{1}{2}$.

• $5.4 - 0.8$

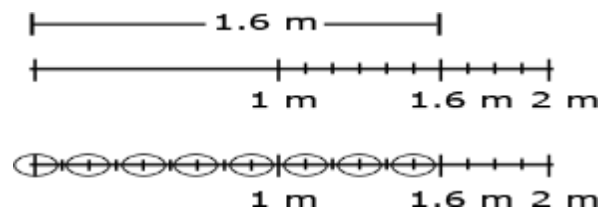
A student might estimate the answer to be a little more than 4.4 because a number less than 1 is being subtracted.

• 6×2.4

A student might estimate an answer between 12 and 18 since 6×2 is 12 and 6×3 is 18. Another student might give an estimate of a little less than 15 because s/he figures the answer to be very close, but smaller than $6 \times 2 \frac{1}{2}$ and think of $2 \frac{1}{2}$ groups of 6 as 12 (2 groups of 6) + 3 ($\frac{1}{2}$ of a group of 6).

Draw a segment to represent 1.6 meters. In doing so, s/he would count in tenths to identify the 6 tenths, and be able identify the number of 2 tenths within the 6 tenths.

The student can then extend the idea of counting by tenths to divide the one meter into tenths and determine that there are 5 more groups of 2 tenths.



Or use their understanding of multiplication and think, “8 groups of 2 is 16, so 8 groups of $\frac{2}{10}$ is $\frac{16}{10}$ or $1 \frac{6}{10}$.”

Solves problems with fractions (second and third trimester)

Teachers will be looking for evidence such as:

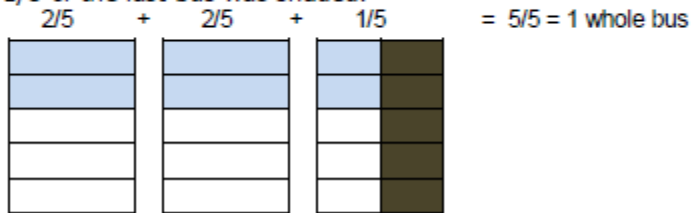
- Students add and subtract fractions using a variety of strategies.
- Students use various strategies to solve word problems involving the multiplication of fractions. This could include fraction by a fraction, fraction by a mixed number or mixed number by a mixed number.
- Students know the number of groups/shares and find how many/much in each group/share.
- They solve real world problems involving division of unit fractions by whole numbers. Note: We do not teach the “trick” of copy, change, flip as it does not focus on understanding.
- Students *represent* the problems they are solving, have a visual image of the “why” behind the algorithm and can explain their reasoning.

Example:

There are $2\frac{1}{2}$ bus loads of students standing in the parking lot. The students are getting ready to go on a field trip. $\frac{2}{5}$ of the students on each bus are girls. How many busses would it take to carry **only** the girls?

Student 1

I drew 3 grids and 1 grid represents 1 bus. I cut the third grid in half and I marked out the right half of the third grid, leaving $2\frac{1}{2}$ grids. I then cut each grid into fifths, and shaded two-fifths of each grid to represent the number of girls. When I added up the shaded pieces, $\frac{2}{5}$ of the 1st and 2nd bus were both shaded, and $\frac{1}{5}$ of the last bus was shaded.

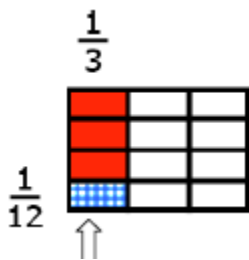


Student 2

$2\frac{1}{2} \times \frac{2}{5} =$
I split the $2\frac{1}{2}$ into 2
and $\frac{1}{2}$
 $2 \times \frac{2}{5} = \frac{4}{5}$
 $\frac{1}{2} \times \frac{2}{5} = \frac{2}{10}$
I then added $\frac{4}{5}$ and
 $\frac{2}{10}$. That equals 1
whole bus load.

Four students sitting at a table were given $\frac{1}{3}$ of a pan of brownies to share. How much of a pan will each student get if they share the pan of brownies equally?

The diagram shows the $\frac{1}{3}$ pan divided into 4 equal shares with each share equaling $\frac{1}{12}$ of the pan.



How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

Student

I know that there are three $\frac{1}{3}$ cup servings in 1 cup of raisins. Therefore, there are 6 servings in 2 cups of raisins. I can also show this since 2 divided by $\frac{1}{3} = 2 \times 3 = 6$ servings of raisins.

Multiplies whole numbers where the product is less than 144 fluently

Students know their multiplication facts where the product is less than 144. Another way of saying that is they know their times tables up to 12×12 . If they do not have them memorized, they have an efficient strategy for figuring them out.

Adapted from <http://www.katm.org/baker/pages/common-core-resources.php>