Grade 5 Report Card Family Guide

Para español, presione aquí

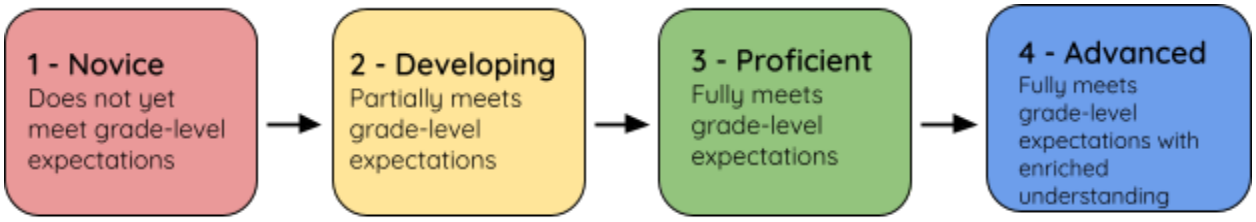
Peninsula School District values a strong home-school partnership. The elementary report card provides a snapshot of your child's progress in various subjects, as well as their work habits and citizenship in the classroom. The report card can help you identify areas where your child is excelling and areas where they may need extra support or attention. In this brief guide, we will provide an overview of what you can expect to see on the elementary school report card and offer some tips for interpreting and making the most of this important document.

Starting on page 4, you will find the Grade 5 Benchmark Document for ELA and Math. Each statement from the English Language Arts (ELA) and Math sections of the report card is listed on this document. For each statement, you can find January (Semester 1) and June (Semester 2) benchmarks. These benchmarks indicate what a student should be able to do at that point in the year to score a 3 (Proficient). The last column indicates which standard(s) the benchmarks are based on.

What is a Standards-Referenced Report Card?

Standards-referenced grading means that students are evaluated based on Common Core State Standards, rather than compared to their classmates. This helps to see if a student has understood each goal individually, making it easier to identify where they need help. It also helps teachers to adjust their teaching to suit each student's needs.

In elementary school, we do not use letter grades. Rather, we use a proficiency scale to indicate progress toward mastery of a standard. Below is a summary of the proficiency scale; a more detailed description of each level can be found on page 3.



A few points to keep in mind:

- **A score of 3** indicates grade-level proficiency.
- **A score of 4** can indicate a deeper level of understanding, greater independence in making connections, and application of learning to new situations. A student does not necessarily need to be working above grade level to earn a 4.

Please keep in mind that the semester grades on the report card reflect the learning progress up to the time of reporting. The 1st Semester (S1) report card will indicate the student's learning based on the January benchmarks, while the 2nd Semester (S2) report card will reflect the student's learning based on the June (end-of-year) benchmarks.

Learning is not always a linear process; sometimes a student may be on track for proficiency at the end of 1st Semester but not meet end-of-year expectations. For example, a student could meet the January benchmark for a particular math topic and earn a 3 (Proficient). The June benchmark for this topic may be harder to meet and the student may only earn a 2 (Developing).

If a student's grade for a standard goes down during the year, comments will be included to explain the change. We believe that regular communication between teachers and families is essential for a student's academic success, and we encourage you to reach out to your child's teachers with any questions or concerns.

Thank you for your ongoing support and collaboration in your child's education.

Proficiency Scale

Level	Title	Descriptors
4	Advanced	• Fully meets grade-level expectations with enriched understanding. • Independently demonstrates competence within the standards. • Consistently applies learning to new situations. • Extends ideas and draws connections to real-world situations.
3	Proficient	• **Fully meets grade-level expectations.** • Independently demonstrates competence within the standards. • Starts to apply learning to new situations.
2	Developing	• Partially meets grade-level expectations. • Demonstrates partial or inconsistent understanding of the standards. May need guidance and/or more practice to reach full proficiency. • Shows a developing skill set.
1	Novice	• Does not yet meet grade-level expectations. • Demonstrates beginning understanding of the standards. Needs guidance and more practice to reach full proficiency. • Needs to revisit the topic to develop more understanding.

Other marks:
IE - Insufficient evidence of student learning
N - Not assessed at this time

Grade 5 Family Benchmark Document

English/Language Arts

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Foundational Skills (RF)			
Reads smoothly and accurately on grade level texts.	Accurately read using the rules of phonics.	Accurately read using the rules of phonics.	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	Read smoothly, accurately, and with expression to support comprehension.	Read smoothly, accurately, and with expression to support comprehension.	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
Reading Literature			
Comprehends fiction texts.	With support, students will quote accurately from the text when giving an answer.	Students will quote accurately from the text when giving an answer.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	With support, students will identify the main ideas or theme of a story to help them summarize.	Students will independently determine the main ideas or themes of a text to help them summarize.	RL.5.2 Determine central ideas or themes of a text and analyze their development; summarize the text
	Students will read and comprehend fifth-grade literature.	Students will independently and proficiently read and comprehend fifth-grade literature.	RL.5.10 Read and comprehend literature at the high end of the grades 4-5 text complexity band independently and proficiently.
Reading Informational			
Comprehends non-fiction texts.	With support, students will find the	Students will find the meaning of	RI.5.4 Determine the meaning of

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	meaning of academic words and phrases in a 5th grade text.	academic words and phrases in a 5th grade text.	general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
	Students will explain what a text says by quoting from the text.	Students will explain what a text says by quoting accurately from the text.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	After reading an informational text, students will be able to find the main idea and key details.	After reading an informational text, students will be able to find the main idea(s), key details, and summarize what they read.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	After reading several texts on a topic, students will be able to write or speak about the topic.	After reading several texts on a topic, students will be able to write or speak about the topic knowledgeably.	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	With support, students will be able to read and understand literature at a fifth grade level.	Students will be able to independently read and understand literature at a fifth grade level.	RI.5.10 Read and comprehend literature at the high end of the grades 4-5 text complexity band independently and proficiently.
Writing			
Writes to share an opinion.	Not Addressed	Write an opinion paper that includes a point of view with reasons and information to support the opinion.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Not Addressed	Students will be able to demonstrate all the steps of the writing process (planning, rough draft writing,	W5.5 5. With guidance and support from peers and adults, develop and strengthen writing as

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		revising, editing, final draft) with some support from teachers and peers.	needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)
	Not Addressed	After gathering information from different sources, students will summarize the information in notes and writing and provide a list of sources.	W5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	Not Addressed	Students will write routinely over various time frames for a range of tasks and audiences.	W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writes to inform or explain.	With support, students will write an informational or explanatory paper that conveys information clearly.	Students will write an informational or explanatory paper that conveys information clearly.	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Students will be able to demonstrate all the steps of the writing process (planning, rough draft writing, revising, editing, final draft) with some support from teachers.	Students will be able to demonstrate all the steps of the writing process (planning, rough draft writing, revising, editing, final draft) with some support from teachers and peers.	W5.5 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for

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			conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)
	After gathering information from different sources, students will summarize the information in notes and writing.	After gathering information from different sources, students will summarize the information in notes and writing and provide a list of sources.	W5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	Students will write routinely over various time frames for a range of tasks and audiences.	Students will write routinely over various time frames for a range of tasks and audiences.	W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writes a story to entertain.	With support, students will write a real or imagined story using descriptive details in the order the event happened.	Students will write a real or imagined story using descriptive details in the order the event happened.	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Students will be able to demonstrate all the steps of the writing process (planning, rough draft writing, revising, editing, final draft) with some support from teachers.	Students will be able to demonstrate all the steps of the writing process (planning, rough draft writing, revising, editing, final draft) with some support from teachers and peers.	W5.5 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	After gathering information from	After gathering information from	W5.8 Recall relevant information

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	different sources, students will summarize the information in notes and writing.	different sources, students will summarize the information in notes and writing and provide a list of sources.	from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	Students will write routinely over various time frames for a range of tasks and audiences.	Students will write routinely over various time frames for a range of tasks and audiences.	W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Language			
Demonstrates accurate grammar, capitalization, punctuation, and spelling.	Students will demonstrate command of standard English grammar and usage when writing or speaking.	Students will demonstrate command of standard English grammar and usage when writing or speaking.	Conventions of Standard English: L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Students will effectively use capitalization, punctuation, and spelling when writing.	Students will effectively use capitalization, punctuation, and spelling when writing.	L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Speaking and Listening			
Participates in collaborative discussions on grade 5 topics and texts.	Students will participate in collaborative discussions on grade 5 topics and texts.	Students will participate in collaborative discussions on grade 5 topics and texts.	SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts,

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			building on others' ideas and expressing their own clearly.
Presents information and ideas clearly in different ways.	Students will add multimedia components and visual displays in presentations to communicate the main ideas or themes.	Students will add multimedia components and visual displays in presentations to communicate and enhance the main ideas or themes.	Presentation of Knowledge and Ideas: SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Math

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Number and Operations in Base Ten			
5.NBT.A Understand the place value system including decimals to the thousandths.			
Understands the place value system in terms of powers of 10.	Can explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **For example,** 55.5: the 5 in the ones place has a value of 5. The 5 in the tenths place has a value of 0.5. 5 is 10x greater than 0.5 and 0.5 is 1/10 of 5.	Can explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **For example,** 55.5: the 5 in the ones place has a value of 5. The 5 in the tenths place has a value of 0.5. 5 is 10x greater than 0.5 and 0.5 is 1/10 of 5.	5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.MD.A.1 Convert among different-sized standard metric measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **Application of powers of 10**
	Explain patterns of zeros in multiplication and division problems. Use exponents to show powers of 10. For example, 1,000 = 10^3	Explain patterns of zeros in multiplication and division problems. Use exponents to show powers of 10. For example, 1,000 = 10^3	5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

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Reads, writes, and compares decimals to the thousandths place.	Read, write, and compare decimals to thousandths, using >, <, or =.	Read, write, and compare decimals to thousandths, using >, <, or =.	5.NBT.A.3 Read, write, and compare decimals to thousandths. 3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). 3.B Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Rounds decimals to any place.	Use place value understanding to round decimals to any place.	Use place value understanding to round decimals to any place.	5.NBT.A.4 Use place value understanding to round decimals to any place.
5.NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.			
Multiplies and divides multi-digit whole numbers.	Fluently multiply multi-digit whole numbers using, for example: repeated addition, area model, partial products, etc.	Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

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		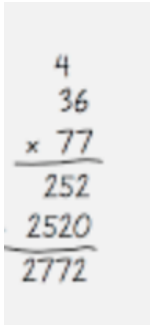	
	Divide whole numbers with up to four-digit dividends and two-digit divisors using any strategy. Examples: repeated subtraction, area model, partial quotients.	Divide whole numbers with up to four-digit dividends and two-digit divisors using any strategy. Examples: repeated subtraction, area model, partial quotients.	5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Performs operations with decimals to the hundredths place.	Add, subtract, multiply, and divide decimals to hundredths.	Add, subtract, multiply, and divide decimals to hundredths.	5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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Number and Operations - Fractions			
5.NF.A: Use equivalent fractions as a strategy to add and subtract fractions.			
Adds and subtracts fractions and mixed numbers with unlike denominators.	N	Add and subtract fractions with unlike denominators (including mixed numbers). Example: ⅘ - ⅓ 33 ¾ - 21 ½	5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
	N	Solve word problems involving addition and subtraction of fractions with like and unlike denominators.	5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
5.NF.B: Apply and extend previous understandings of multiplication and division.			
Interprets fractions as division.	N	Interpret a fraction as division of the numerator by the denominator	5.NF.B.3 Interpret a fraction as division of the numerator by the denominator

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		to solve word problems using any strategy. Example: 3/4 is the same as 3 ÷ 4	(a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
Multiplies a fraction or whole number by a fraction.	N	Multiply a fraction or whole number by a fraction.	5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
	N	Interpret multiplication as scaling (resizing). Example: How does ⅜ x ½ compare to ⅜?	5.NF.B.5 Interpret multiplication as scaling (resizing) by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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			b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1.
	N	Solve real world problems involving multiplication of fractions and mixed numbers using various strategies.	5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
Divides unit fractions and whole numbers.	N	Divide unit fractions by whole numbers and whole numbers by unit fractions 1/2 ÷ 12 12 ÷ 1/2	5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
Measurement and Data			
5.MD.C: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.			

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Understands concepts of volume in cubic units.	N	Understand concepts of volume in cubic units.	5.MD.C.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.
	N	Measure volume by counting units.	5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
	N	Relate the volume formula of a rectangular prism Volume = length x width x height.	5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V=l\times w\times h$ and $V=b\times h$ for

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			rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
Geometry			
5.G.A: Graph points on the coordinate plane to solve real-world and mathematical problems.			
Graphs and interprets points on a coordinate grid.	N	Understands and uses the coordinate grid to find a point or points using ordered pairs (coordinates). The ordered pairs represent the distance from the origin; (0,0). e.g., x-axis and x-coordinate, y-axis and y-coordinate.	5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from

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			the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
	N	Understand and answer questions about how coordinate graphs represent real world situations.	5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

You may see some unfamiliar terms in the math benchmarks. Here are some definitions to help you understand what your child is learning.
Fluency - Being fluent in math means a combination of the following: ❖ Accuracy - Producing precise answers. ❖ Efficiency - Producing answers relatively quickly and easily. ❖ Flexibility - Being able to think about a problem in more than one way; adjusting your thinking if necessary. ❖ Appropriate strategy use - Being able to choose and use a strategy that is appropriate for the problem. (Adapted from Math Fact Fluency by Jennifer Bay-Wiliams and Gina Kling)
Compose - To put a number together using its parts.
Decompose - To break down a number into parts.

Specialists

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Music		
Participation - actively engages in all class activities	Participation is engaging in musical activities to the best of the student's ability at all times.	**Creating** Conceiving and developing new artistic ideas and work. **Performing/Presenting/Producing** *Performing:* Realizing artistic ideas and work through interpretation and presentation. *Presenting:* Interpreting and sharing artistic work. *Producing:* Realizing and presenting artistic ideas and work. **Responding** Understanding and evaluating how the arts convey meaning. **Connecting** Relating artistic ideas and work with personal meaning and external context.
Musicianship - demonstrates musical skills	Musicianship is demonstrating musical skills such as reading, writing, and performing rhythms, identifying instruments, creating musical patterns, performing notes on the music staff, playing or singing my part while performing in an ensemble, identifying musical registers, identifying and performing volume level changes, and recognizing music speeds.	**Performance Standard (MU:Cr1.1.5)** a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context. b. Generate musical ideas within specific related tonalities, meters, and simple chord changes.
PE		
Participation - actively engages in class activities	• Consistently listens • Follows instructions/rules • Actively participates	**Standard 1:** Students will demonstrate competency in a variety of motor skills and movement patterns

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	• Shows motivation • Stays on task	**Standard 2:** Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance **Standard 3**: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Sportsmanship - demonstrates responsible, safe and supportive behavior	• Consistently follows activity rules • Demonstrates responsible behavior • Applies game etiquette • Accepts corrective feedback • Supports classmates • Applies conflict resolution strategies • Applies safety principles with self, peers, and equipment	**Standard 4:** Students will exhibit responsible personal and social behavior that respects self and others. **PE4.1.5** Engage in responsible interpersonal behavior (peer to peer, student to teacher, student to referee). **PE4.2.5** Analyze importance of etiquette in a variety of physical activities. **PE4.3.5** Provide encouragement and feedback to peers without teacher prompting. **PE4.4.5a** Apply concept of inclusion by inviting students of all skill abilities into physical activities. **PE4.4.5b** Apply conflict resolution using situationally appropriate strategies. **PE4.5.5** Apply safety principles in physical activities (with self, with peers, with equipment).
STEM		
Participation: Actively engages and collaborates in classroom activities	• During open discussion, student raises hand to engage. • Does assigned tasks	

Report Card Statement **→This is what is printed on the report card.**	**Benchmark** **→This is what a student needs to do to score a 3.**	**Essential Standard** **→This is the standard(s) that this report card statement is based on.**
	• 21st Century Skills Rubric	
Content: demonstrates understanding of physical science concepts and science and engineering practices.	Students will understand that speed and energy are related. Students can explain energy transfer. Students will develop models to explain vision. Students will understand and describe matter and its interactions.	4-5 PS • Energy • Waves • Matter and Interactions • Motion and Stability
	Students are able to ask questions and make observations. They can develop a drawing or model. Students will plan investigations and understand data.	4-5 ETS1 Engineering Design • Asking questions and defining problems • Developing and using models • Analyzing and interpreting data • Constructing explanations and designing solutions.

Guía Familiar para la Boleta de Calificaciones de Quinto grado

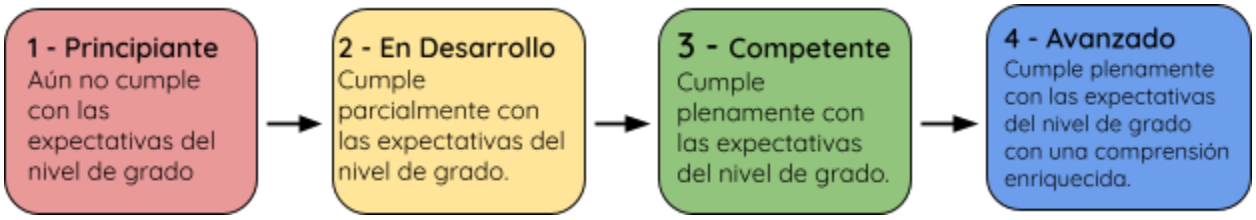
El Distrito Escolar Península valora una fuerte colaboración entre el hogar y la escuela. La boleta de calificaciones de primaria muestra un panorama del progreso de su hijo en diversas materias, así como de sus hábitos de trabajo y comportamiento en el aula. La boleta de calificaciones puede ayudarle a identificar áreas en las que su hijo está sobresaliendo y áreas en las que puede necesitar apoyo adicional o atención. En esta breve guía, proporcionaremos una visión general de lo que se esperaría ver en la boleta de calificaciones de la escuela primaria, y ofreceremos algunos consejos para interpretar y aprovechar al máximo este importante documento.

A partir de la página 4, usted podrá ver el documento de referencia de 5.° grado para ELA y matemáticas. Cada reporte de las secciones de Artes del Lenguaje Inglés (ELA) y Matemáticas de la boleta de calificaciones se enumera en este documento. En cada reporte usted puede encontrar los puntos de referencia de enero (semestre 1) y junio (semestre 2). Estos puntos de referencia indican lo que un estudiante debería poder hacer en ese momento del año para obtener un puntaje de 3 (Competente). La última columna indica en qué estándares se basan los puntos de referencia.

¿Qué es una boleta de calificaciones basada en estándares?

Las calificaciones basadas en estándares significan que los estudiantes son evaluados según los Estándares Estatales Básicos Comunes, en lugar de compararlos con otros compañeros de clase. Esto ayuda a ver si un estudiante ha entendido cada objetivo individualmente, lo que facilita identificar dónde necesita ayuda. También ayuda a los profesores a adaptar sus enseñanzas para poder satisfacer las necesidades académicas de cada estudiante.

En la escuela primaria, no usamos calificaciones con letras. Más bien, utilizamos una escala de aptitud para indicar el progreso hacia el dominio de un estándar. A continuación se muestra un resumen de la escala de aptitud. Para una descripción más detallada de cada nivel mire la página 3.



Algunos puntos a tener en cuenta:

- **Una puntuación de 3** indica competencia a nivel de grado.
- **Una puntuación de 4** puede indicar un nivel más profundo de comprensión, una mayor independencia para conectar ideas, y la habilidad de aplicar lo aprendido a situaciones nuevas. Los estudiantes no necesariamente necesitan estar trabajando por encima del nivel de grado para obtener un 4.

Tenga en cuenta que las calificaciones semestrales en la boleta de calificaciones reflejan el progreso del aprendizaje hasta el momento de la presentación del informe. La boleta de calificaciones del primer semestre (S1) indicará el aprendizaje del estudiante según los puntos de referencia de enero, mientras que la boleta de calificaciones del segundo semestre (S2) reflejará el aprendizaje del estudiante según los puntos de referencia de junio (fin de año).

El aprendizaje no siempre es un proceso lineal; a veces, un estudiante puede estar encaminado hacia el dominio de habilidades al final del primer semestre, pero no necesariamente cumple con las expectativas de fin de año en ese momento. Por ejemplo, un estudiante podría alcanzar el punto de referencia de enero para un tema de matemáticas en particular y obtener un 3 (Competente). El punto de referencia de junio para este tema puede ser más difícil de alcanzar y es posible que el estudiante solo obtenga un 2 (En Desarrollo).

Si la calificación de un estudiante para un estándar baja durante el año, se incluirán comentarios para explicar el cambio. Creemos que la comunicación habitual entre maestros y familias es esencial para el éxito académico de un estudiante. Por ende, lo alentamos a comunicarse con los maestros de su hijo si tiene alguna pregunta o inquietud.

Gracias por su continuo apoyo y colaboración en la educación de su hijo.

Escala de competencia

Nivel	Título	Descriptoras
4	Avanzada	• Cumple plenamente con las expectativas del nivel de grado con una comprensión enriquecida. • Demuestra de forma independiente competencia dentro de los estándares. • Aplica consistentemente el aprendizaje a situaciones nuevas. • Amplía ideas y establece conexiones con situaciones del mundo real.
3	Competente	• Cumple plenamente con las expectativas del nivel de grado. • Demuestra de forma independiente competencia dentro de los estándares. • Comienza a aplicar lo aprendido a situaciones nuevas.
2	Desarrollando	• Cumple parcialmente con las expectativas del nivel de grado. • Demuestra comprensión parcial o inconsistente de los estándares. Puede necesitar orientación y/o más práctica para alcanzar el máximo dominio. • Muestra un conjunto de habilidades en desarrollo.
1	Novata	• Aún no cumple con las expectativas del nivel de grado. • Demuestra comprensión inicial de los estándares. Necesita orientación y más práctica para alcanzar el máximo dominio. • Necesita revisar el tema para desarrollar una mayor comprensión.

Otras marcas:
IE - Evidencia insuficiente del aprendizaje de los estudiantes
N - No evaluado en este momento