

Middletown Public Schools
Information Sheet for the Grade 5 Standards Based Report Card v.6

Core Content & Co-Curricular Areas

READING

VOCABULARY

Vocabulary strategies
Breadth of vocabulary

LITERARY TEXT

Initial understanding
Analysis & interpretation
Generates a personal response

INFORMATIONAL TEXT

Initial understanding
Analysis & interpretation

BREADTH OF READING

READS AT GRADE LEVEL: Yes/No
Reads widely & extensively (reads 5 books independently each trimester)

ORAL COMMUNICATION

Interactive listener
Oral presentations

WRITTEN COMMUNICATION

HABITS/PROCESSES (*pre-writing, drafting, editing, revising, publishing*)

STRUCTURES OF LANGUAGE

READING / WRITING CONNECTION

Responds to literary text
Responds to informational text

EXPRESSIVE/NARRATIVE WRITING

INFORMATIONAL WRITING

WRITING CONVENTIONS

MATHEMATICS

NUMBER & OPERATIONS

GEOMETRY & MEASUREMENT

FUNCTION(S) & ALGEBRA

DATA, STATISTICS & PROBABILITY

PROBLEM SOLVING, REASONING & PROOF

MATHEMATICAL COMMUNICATION

SCIENCE

EARTH SCIENCE

LIFE SCIENCE

PHYSICAL SCIENCE

SOCIAL STUDIES

GEOGRAPHY

HISTORY

What is a standards based report card and why does Middletown Public Schools use them?

Middletown Public Schools provides grade reports in grades K – 8 each trimester. These grade reports are standards-based report cards. A standards-based report card lists the most important content and skills students should learn in each subject at a particular grade level. These lists are based upon the Rhode Island grade level expectations. For example, in math, a fourth-grade report card might list these skills: number and operations, functions and algebra, geometry and measurement, and data, statistics and probability, problem solving and communications.

Instead of letter grades, students receive marks that show how well they have mastered the content and skills. The marks might show whether the student is proficient with distinction, proficient, partially proficient, or substantially below proficient. Students usually get separate marks for effort and work habits, also called learner qualities. These are important for parents to keep tabs on, even if these characteristics aren't included in the assessment of the student's academic skills.

On many traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, each of these subject areas is divided into a list of content and skills that students are responsible for learning. Students receive a separate mark for each standard.

The marks on a standards-based report card are different from traditional letter grades. Letter grades are often calculated by combining how well the student met his particular teacher's expectations, how he performed on assignments and tests, and how much effort he/she demonstrated. Letter grades do not tell parents which content and skills their children have mastered or whether they are working at grade level. Because one fourth-grade teacher might be reviewing reading out loud accurately, while another is teaching reading for comprehension, getting an A in each of these classes would mean very different things. The parent of a child in these classes would not know if the child was learning what he should be to meet the state grade level expectations (standards).

Standards-based report cards should provide more consistency between teachers than traditional report cards, because all students are evaluated on the same grade-appropriate skills. Parents can see exactly which skills and knowledge their children have learned.

For additional information please visit
www.mpsri.net and <http://www.ride.ri.gov>

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ART

TOOLS

CREATION & PERFORMANCE

Cooperation/respectful citizen

GENERAL MUSIC

TOOLS

Cooperation/respectful citizen

CHORUS

CREATION & PERFORMANCE

Cooperation/respectful citizen

BAND

CREATION & PERFORMANCE

Cooperation/respectful citizen

PHYSICAL EDUCATION

MOVEMENT FORMS

PERSONAL & SOCIAL RESPONSIBILITY

Cooperation/respectful citizen

HEALTH

DEMONSTRATES THE ABILITY TO USE

GOAL SETTING & DECISION MAKING

Cooperation/respectful citizen

TECHNICAL EDUCATION

APPLIED LEARNING

Cooperation/respectful citizen

FOODS & NUTRITION

APPLIED LEARNING

Cooperation/respectful citizen

Marking for

Core Content & Co-Curricular Areas

- 4 **PROFICIENT WITH DISTINCTION:** Student work is secure & meets grade level expectations for this trimester with consistent accuracy & a high level of quality.
- 3 **PROFICIENT:** Student work is secure & meets grade level expectations for this trimester with accuracy & quality.
- 2 **PARTIALLY PROFICIENT:** Student work is developing but is not meeting grade level expectations for this trimester.
- 1 **SUBSTANTIALLY BELOW PROFICIENT:** Student work is beginning to show progress/understanding but is not meeting grade level expectations for this trimester.
- * *Needs Improvement*
- Y *Yes*
- N *No*

LEARNER QUALITIES

SELF-DIRECTED LEARNER

Shows effort

Organizes time, tasks, & materials

Completes class work on time

Actively listens & responds

Shows responsibility

COOPERATIVE WORKER

Works collaboratively in groups of various sizes

Works to achieve group goals

Shares & receives information & ideas

RESPECTFUL CITIZEN

Demonstrates respect for property, self, & others

Demonstrates self-control

Follows school/classroom rules

Resolves conflict appropriately

Accepts responsibility for actions

Demonstrates appropriate manners

HOMEWORK

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

Marking for Learner Qualities

- C **Consistently**
- S **Sometimes**
- N **Needs Attention**
- * *Needs Improvement*

Important Links

Middletown Public Schools

www.mpsri.net

Middletown Standards Based Report Cards

<http://www.mpsri.net/page.cfm?p=937>

Middletown Curriculum Information

<http://www.mpsri.net/page.cfm?p=924>

RI Department of Education

<http://www.ride.ri.gov>

RI Statewide Curriculum Web Site

<http://www.ride.ri.gov/instruction/curriculum/>

RI Office of Instruction

<http://www.ride.ri.gov/Instruction/gle.aspx>