|  |
| --- |
|  **Blair-Taylor Elementary** **& SoSET Charter Schools Report Card**  |

|  |
| --- |
| ***Standards-Based Report Card Meets Common Core State Standards*** |
|

|  |  |  |
| --- | --- | --- |
|  The report card is a tool that helps us communicate how well a child is learning the standards that are being taught. Blair-Taylor Elementary School and SoSET Charter schools use a **Standards-Based Report Card** to communicate how well students are learning specific learning outcomes related to standards. In this type of report card, there is no single “grade” for a subject, like reading, as is traditionally generated by [averaging](http://www.sumner.wednet.edu/studentfamilyservices/academics/pdf/evaluatinggradingpractices.pdf) or combining multiple scores across the duration of a grading period. Unlike traditional grade reports, standards-based grading measures students’ knowledge of grade-level content by reporting the most recent, consistent level of performance.  Students learn and grow at different paces. Therefore, if a child learns at a different pace than others, he or she is not penalized in a standards-based grading system by lower scores in the beginning of the year, which is what happens when grades are averaged. The important thing is not how fast a child learns a new concept but rather that he or she did learn it.  |  Standards-based grading allows students, parents and teachers to all have the same information about what a child has learned and what he or she needs to learn.  The Standards-Based Report Card includes information about how a child is performing on a given set of standards. Most states in the country, including Wisconsin, adopted a set of standards for both language arts and mathematics known as the **Common Core State Standards**. They define what children need to know and be able to do at the end of each grade level in order to be ready for a career or for college by the time they graduate from high school. For more information about the Common Core State Standards, go to <http://www.corestandards.org/>.  Blair-Taylor Elementary and SoSET Charter School report cards include all of the Common Core State Standards at each grade level. Because these are end-of-the-year learning objectives, not all the standards will be assessed in the beginning of the year as children are just being introduce to the skills.  |  Teachers will assess and give feedback on a child’s degree of mastery of the standards that have been taught. They will continue to work with children throughout the year to help all children master all standards. Parents are encouraged to talk to their child’s teacher regarding any skills that have been reported but not mastered to help their child master all skills by the end of the year and be ready for the following school year. Beginning in the 2014-15 school year, a new assessment tool will be used to evaluate how well students are acquiring the learning targets identified in the Common Core State Standards. It is called **Smarter Balanced** assessment and will replace the current WKCE assessment. It will measure current student achievement and growth across time, showing progress toward college and career readiness. <http://www.smarterbalanced.org/parents-students/>  |

 |

|  |  |
| --- | --- |
| **I Can Learn!** | **Show What I Know** |
|

|  |  |
| --- | --- |
|  Direct communication with your child’s teacher is the best way to learn what your child knows and what he or she need to learn. In addition to receiving information about your child’s learning by talking to the teacher, we have designed a report card that we hope will provide you with detailed information about your child’s learning and give you a tool you can use to help you talk to your child about his or her learning.  |  To help clarify the learning required for each standard, the report card uses “I Can Statements.” For example, for the kindergarten math standard “Counts to 100 by tens and ones,” there are two “I Can Statements” - “I can count to 100 by ones” and “I can count to 100 by tens.” The letters and numbers that follow the “I Can Statements” on the report card indicate the standard from which the statement was written. The standard noted above is standard K.CC.1 - Kindergarten, Counting and Cardinality, first standard. |

 |

|  |
| --- |
|  The degree to which a child has mastered each standard or “I Can Statement” is indicated through the following child and parent-friendly scale:Y = **Yes**, I can do this skill all or most of the time.IP = **In progress,** I am working on mastering this skill. N = **Not yet**, I am performing at a beginning or introductory level on this skill. |

 |

|  |
| --- |
| **Learning Fun at Home** |
|  Below are some ideas for things you can do with your child at home to help him or her learn and grow. Please talk to your child’s teacher about other, more specific activities you can do at home to help your child learn things that are challenging for him or her. |
|

|  |
| --- |
| 1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying. 2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc. 3. Ask your child to think about what the main message of a story may be or what big ideas he or she learned from an informational book or article. 4. Look for opportunities in everyday places to build your child’s vocabulary. Provide information and/or illustrations about that term or concept.5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries, including the Blair and Taylor libraries, have book clubs and family activities that make reading fun for the entire family. 6. Use technology to help build your child’s interest in reading. There are several websites where students can read books or articles online. The IPad will help with words the student cannot read independently. |

 |

|  |
| --- |
| **What Students are Expected to Know and be Able to do by the End of** **5th Grade** |
|  Below are the learning objectives written as “I Can Statements” that your child needs to know and be able to do by the end of the school year. The state adopted Common Core State Standards have given us direction for the English/language arts and mathematics standards. State standards in all other areas have guided the development of “I Can Statements” for those areas. **To view the complete standards, go to http://standards.dpi.wi.gov/.** |
|

|  |  |
| --- | --- |
| **English/Language Arts**I can accurately quote from a text. RL.5.1I can draw inferences when reading. RL.5.1I can find the theme in a story. RL.5.2I can tell how characters respond to problems. RL.5.2I can compare and contrast characters, setting or events. RL.5.3I can understand figurative language. RL.5.4I can understand similes and metaphors. RL.5.4I can understand the structures of stories, plays and poems. RL.5.5I know how a narrator's or speaker's point of view influences a story. RL.5.6I can explain how visuals contribute to a story. RL.5.7I can compare and contrast stories from the same genre. RL.5.9I can read and understand fifth grade fiction. RI.5.10I can quote accurately from a text. RI.5.1I can find the main idea. RI.5.2I can find how the main idea is supported by details. RI.5.2I can summarize what I have read. RI.5.2I can tell how people, events, ideas or concepts are related. RI.5.3I can understand science and social studies words. RI.5.4I can compare and contrast texts. RI.5.5I can compare and contrast two texts that tell about the same event or topic. RI.5.6I can use texts to locate an answer or to solve a problem. RI.5.7I can explain how authors support an idea. RI.5.8I can put together ideas from different texts to talk about a topic. RI.5.9I can read and understand fifth grade nonfiction. RL.5.10I can use phonics to help me read fifth grade words. RF.5.3I can read fluently and accurately. RF.5.4I can write to persuade. W.5.1I can write to teach. W.5.2I can write to tell a story. W5.3I can expand, combine and reduce sentences to make them more interesting. L.5.3I can compare and contrast English used in writing. L.5.3I can use context clues to help me understand new words. L.5.4I can use affixes and roots to help me learn new words. L.5.4I can use root words to help me learn new words. L.5.4I can use dictionaries, glossaries, thesauruses to help me understand and pronounce new words. L.5.4I can interpret figurative language. L.5.5I can explain the meaning of common idioms, adages, proverbs. L.5.5I can use the relationship of synonyms, antonyms, and homographs to help me understand each word. L.5.5I can use fifth grade words . L.5.6  **Mathematics**I can use parentheses and brackets in expressions. 5.OA.1I can write expressions I hear using mathematical symbols and the order of operations. 5.OA.2Use numerical rules and patterns to form ordered pairs. Graph the ordered pairs on a coordinate plane. 5.OA.3I can understand and explain the value of digits. 5.NBT.1I can explain patterns when multiplying a number by powers of 10. 5.NBT.2I can explain patterns when a decimal is multiplied or divided by a power of 10. 5.NBT.2I can read, write, and compare decimals to thousandths. 5.NBT.3I can use place value understanding to round decimals to any place. 5.NBT.4I can multiply multi-digit whole numbers. 5.NBT.5I can divide four-digit dividends by two-digit divisors. 5.NBT.6I can illustrate and explain a division problem using equations, arrays and/or models. 5.NBT.6I can add, subtract, multiply, and divide decimals to hundredths. I can use concrete models or drawings to explain the method used. 5.NBT.7I can add and subtract fractions with unlike denominators and mixed numbers. 5.NF.1 | I can write clearly. W.5.4I can write for different purposes, audiences, and topics. W.5.4I can edit and revise my writing with peers and teachers. W.5.5With the support of adults, I can use technology to produce and publish writing. W.5.6I can conduct short research projects. W.5.7I can research and use what I have experienced to gather information. W.5.8I can use stories and nonfiction to research. W.5.9I can write on a regular basis with stamina for different tasks, purposes, and audiences. W.5.10I can engage effectively in discussions. SL.5.1I can come to discussions prepared to share my ideas. SL.5.1I can follow rules for discussions and complete my role. SL.5.1I can pose and respond to questions in a discussion. SL.5.2I can review key ideas and draw conclusions after a discussion. SL.5.3I can summarize what I read, see, and hear. SL.5.2I can summarize the points a speaker makes. SL.5.2I can give a report in a logical sequence. SL.5.4I can speak clearly and at a good pace. SL.5.4I can use displays to help my presentations. SL.5.5I can use formal English when appropriate. SL.5.6I can explain the use of conjunctions, prepositions, and interjections. L.5.1I can form and use the perfect verb tenses. L.5.1I can use verb tenses to show meaning. L.5.1I can fix verb tenses that are used incorrectly. L.5.1I can use either/ or and neither/ nor correctly. L.5.1I can use commas correctly. L.5.2I can use underlining, quotation marks, or italics to indicate titles of works. L.5.2I can spell fifth grade words correctly. L.5.2I can solve word problems that involve fractions. 5.NF.2I can understand that fractions are really the division of a numerator by the denominator. 5.NF.3I can solve word problems where I divide whole numbers to create an answer that is a mixed number. 5.NF.3I can multiply a fraction or whole number by a fraction. 5.NF.4I can think of multiplication as the scaling of a number (similar to a scale on a map.) 5.NF.5I can solve real world problems by multiplying fractions and mixed numbers. 5.NF.6I can divide fractions by whole numbers and whole numbers by fractions. 5.NF.7I can convert measurements within the same measuring system. 5.MD.1I can make a line plot to display data sets of measurements in fractions. 5.MD.2I can use fraction operations to solve problems involving information presented on a line plot. 5.MD.2I can understand volume. 5.MD.3I can measure volume by counting unit cubes. 5.MD.4I can solve real world problems involving volume. 5.MD.5I can find the volume of an object using the formulas V = l x w x h and V = b x h. 5.MD.5I can understand how to graph ordered pairs on a coordinate plane. 5.G.1I can graph and interpret points in the first quadrant of a coordinate plane. 5.G.2I can classify shapes into categories. 5.G.3I can classify shapes based on properties. 5.G.4**Science**I can demonstrate understanding of science concepts and vocabulary orally and/or through performance.I can demonstrate understanding of science concepts and vocabulary on written assessments.  |

 |

|  |  |
| --- | --- |
|

|  |
| --- |
| **Social Studies**I can label all continents, oceans and hemispheres on a map.I can define and use selected geographic terminology.I can identify given National Parks by their characteristics.I can identify all 50 states on a map.I can spell the names of all 50 states correctly.I can match all 50 capitals with their states.I can locate the states and name the capitals within the region(s) studied.I can spell the names of the states in the region(s) studied correctly.I can relate the five themes of geography to the region(s): location, place, movement, human-environment interaction, and region.I can explain how the history of the region(s) contributes to the make-up of the United States. |

 |

|  |  |
| --- | --- |
| **Art** |  |
|

|  |
| --- |
| I can identify the three different directional lines: horizontal, vertical, diagonal.I have an understanding and can define most basic art vocabulary.I can show personal responsibility for my own learning and creative processes. (C.4.10)I can use thumbnail sketches to experiment and start developing visual ideas. (C.8.5)I can use tools used in art effectively for grade level, such as; scissors, glue, pencil, crayon, paint, and other types of art mediums. |

 |

|  |
| --- |
| I can return things to where they belong when I'm done using them.I can clean up after myself when I make a mess.I can be respectful of myself and others, including the teachers, at all times in the art room.  |

 |

|  |  |
| --- | --- |
| **Music** |  |
|

|  |
| --- |
| I can identify musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.I can demonstrate musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.I can identify rhythm including beat, duration, meter, pattern appropriate for my grade level.I can demonstrate rhythm including beat, duration, meter, pattern appropriate for my grade level.I can identify form including phrase form, section form, and composite form appropriate for my grade level.I can demonstrate form including phrase form, section form, and composite form appropriate for my grade level. |

 |

|  |
| --- |
| I can identify melody including pitch and direction, tonality, pattern appropriate for my grade level.I can demonstrate melody including pitch and direction, tonality, pattern appropriate for my grade level.I can identify timbre including environmental, vocal, instrumental, and electronic appropriate for my grade level.I can demonstrate timbre including environmental, vocal, instrumental and electronic appropriate for my grade levelI can identify texture and harmony appropriate for my grade level.I can demonstrate texture and harmony appropriate for my grade level.I can participate and follow music class expectations. |

 |

|  |  |
| --- | --- |
| **Physical Education** |  |
|

|  |
| --- |
| I can jump at a grade appropriate level. (Standard 1.A.1)I can throw overhand at a grade appropriate level. (Standard 1.A.2)I can track and catch an object at a grade appropriate level. (Standard 1.A.1)I can strike an object using hands at a grade appropriate level. (Standard 1.A.1)I can strike an object using feet at a grade appropriate level. (Standard 1.A.1)I can strike an object using an implement at a grade appropriate level. (Standard 1.A.1)I can balance with control at a grade appropriate level. (Standard 1.A.5, 1.A.6)I can perform a series of skills at a grade appropriate level. (Standard 1.B.1, 1.B.2)I can hit a moving target at a grade appropriate level. (Standard 1.B.3) |

 |

|  |
| --- |
| I can understand and explain the skills I am learning at a grade appropriate level. (Standard 2)I willingly participate in regular physical activity at a grade appropriate level. (Standards 3, 4, 6)I can participate safely at a grade appropriate level. (Standard 5)I can follow rules at a grade appropriate level. (Standard 5)I can follow procedures at a grade appropriate level. (Standard 5)I can cooperate and be respectful at a grade appropriate level. (Standard 5) |

 |

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
| **Work Habits**I can respect the rights of others.I can respect property.I can follow directions.I can accept responsibility.I can work well with others.I can organize myself, my materials, and my work space.I can complete work neatly and legibly.I can complete work on time.I can use time wisely. |  |

 |

