



# Parent Brochure

## Standards-Based Report Card

### Canton Public Schools

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#### **What is a Standards-Based Report Card?**

District standards are specific learning goals for skills and concepts that are organized within subject areas. Canton’s educators have mapped out a standards-based curriculum that aligns with the Massachusetts Curriculum Framework. The state continually evaluates and revises the standards; our report card will reflect these changes as they occur.

Some key ideas of a Standards-Based Report Card include:

- The standards are **end-of-year** expectations, or learning targets. These include 21st Century Social/Behavioral Skills and academic Content Standards.
- All students in a particular grade level are evaluated on their progress toward meeting the same learning targets (the standards). Parents can see where their child is on the journey toward mastery of **end-of-year** expectations.
- It is understood that most students are Approaching (A) the end of the year standard as they are learning a new skill or concept. This is appropriate and expected. **Students have the entire school year to progress toward mastery of a standard.** (See the Content Proficiency Level Key on page 3)
- It is different from traditional assessment and reporting, which gives a single letter grade (typically representing an average of test scores) for broad subject categories.

<b><u>21st Century Social/Behavioral Skills Proficiency Key</u></b>	
4	Student consistently demonstrates this skill.
3	Student often demonstrates this skill.
2	Student sometimes demonstrates this skill.
1	Student requires on-going intervention to develop this skill.

#### **What are 21<sup>st</sup> Century Social/Behavioral Skills?**

21<sup>st</sup> Century Skills are the set of knowledge, skills, work habits, and character traits that are recognized as necessary for success in today’s world. These skills prepare your child to work effectively in each content area, both independently and in groups. Students practice these skills in combination with academic content. As students practice these skills, they form thinking habits. Opportunities to develop these skills are present in all curriculum areas, for all students, PreK-12.

Everyone is on a life-long journey to develop their thinking through the application of social and behavioral skills. Students have varying degrees of proficiency in applying these foundational skills for their age, but everyone is somewhere on the continuum. In schools, teachers create the conditions in which these skills develop. Each year, as your child moves to a new grade level/class, their teacher determines where they are functioning on the continuum of skills. Teachers continually assess these skills, as they are a necessary component of learning, and are intertwined with a student’s capacity for acquiring academic content knowledge.

It is important to note that students may begin the year at a low rating for a particular skill. This may be developmentally appropriate. You will also notice that as your child advances through the grade levels, teachers’ conversations about your child’s work habits and thinking skills should change. This is an area of continuous growth.



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**Content Standards Proficiency Level Key**

E - Exceeding	In addition to meeting the end of year standard, the student is able to self-initiate in-depth inferences and applications that extend beyond what was taught.
M - Meeting	The student meets the end of year standard consistently and independently.
A - Approaching	The student is approaching the end of year standard.
S - Supported	The student relies on support to make progress towards meeting the end of year standard.
N - Not Taught/Assessed	This standard was not taught or not assessed.

**Mathematics**

In fifth grade, instructional time focuses on four critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; (3) developing understanding of measurement systems and determining volume to solve problems; and (4) solving problems using the coordinate plane.

The Standards for Mathematical Practice describe the ways students “do” math, as they grow in mathematical maturity. Engaging in the practices supports students’ understanding of mathematical concepts.

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Reading/English Language Arts**

**Literature and Informational Text**

Fifth grade students analyze a variety of components in literature and informational texts. Using literature, students quote and paraphrase text when drawing inferences, compare and contrast themes, settings or events, interpret figurative language, and explain how the narrator’s point of view impacts the text. Students also analyze and explain text structures/genres, and explain how visuals support or enhance the text. Using informational text or nonfiction, fifth graders identify main ideas, explain relationships between individuals, events or places, understand academic vocabulary, analyze text structures, integrate information from multiple sources and explain reasons and evidence that support an argument.

**Foundational Skills**

Foundational reading skills include the ongoing development of reading accuracy and fluency. Grade five students continue to learn about the structure of words (roots, affixes) to support reading of unknown words. Also, grade five students continue to develop reading speed and expression to support comprehension.

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**Writing**

By the end of fifth grade, students write and present narrative, opinion and informative pieces using a variety of print and media sources. Students expand upon their knowledge and application of grammar, spelling, and mechanics within these pieces.

- Narrative: Students use traditional and diverse models to help create prose and poetry pieces that share experiences or develop imaginary events using effective literary techniques, descriptive details, and clear sequences.
- Opinion: Based on readings and discussions, students construct opinion pieces that introduce a topic, state their point of view, organize logical reasons with supporting facts and details, use effective linking words and phrases, and provide a concluding section.
- Informative/Explanatory: Based on research and inquiry, students will clearly introduce a topic or focus, group related information, include text features, develop the topic, link ideas across categories, use domain specific vocabulary, and provide a concluding section.

**Speaking and Listening**

Students participate in a variety of collaborative conversations about grade level topics and texts. These conversations require students to come to a discussion prepared, follow agreed upon rules for discussion, pose and respond to specific questions and/or elaborate on others' ideas. After listening to a variety of sources, students summarize key ideas and refine their conclusions. Grade five students present knowledge and ideas using relevant facts and visuals to support their ideas when appropriate, speak clearly, and adapt their speech to a variety of contexts using formal language when appropriate.

**Language**

By the end of the year, fifth graders demonstrate a command of appropriate grade level English grammar when writing and speaking, clarify the meaning of unknown and multiple-meaning words using a variety of strategies, demonstrate understanding of figurative language, and acquire domain specific vocabulary.

**Science**

In grade five, students model, provide evidence to support arguments, obtain and display data about relationships and interactions among observable components of different systems. By studying systems, grade 5 students learn that objects and organisms do not exist in isolation and that animals, plants and their environments are connected to, interact with, and are influenced by each other. They study the relationships between Earth and other nearby objects in the solar system and the impact of those relationships on patterns of events as seen from Earth. They learn about the relationship among elements of Earth's systems through the cycling of water and human practices and processes with Earth's resources. They also learn about the connections and relationships among plants and animals, and the ecosystems within which they live, to show how matter and energy are cycled through these (building on the theme of grade 4). An ability to describe, analyze, and model connections and relationships of observable components of different systems is key to understanding the natural and designed world.

**Social Studies**

In fifth grade, students will learn about how civilizations in the Americas evolved, developed, advanced, and were influenced by many factors. Students will be able to identify causes that led to the establishment and development of civilizations in the Americas. They will study events through the end of the American Revolution including cause and effect. They will understand that who they are today is influenced by the cultures that preceded them.

**Music Education**

Fifth grade musicians will refine ensemble skills by performing in the choral setting. They will build improvisational and compositional abilities and study the science of sound. Students will develop their skills on classroom instruments in order to play more difficult arrangements with appropriate musicality. They will review and apply the musical understandings gained throughout their elementary music experience.

**Visual Art Education**

Fifth grade artists expand upon their knowledge and use of the Elements and Principles of Art and Design and creative thinking approaches. They work towards greater independence when beginning and developing their ideas for personal expression. Students study the work of artists spanning many cultures and decades throughout history, and consider cultural associations suggested by visual imagery.

**Technology Education**

Upper elementary students learn to differentiate tasks that are best done by computing systems or digital tools and those best done by humans. Students explore a variety of computing devices and digital tools and further develop their computational thinking problem solving skills. As students progress through grades 3–5, they are able to describe and document their computational work in writing, using presentation tools and through demonstrations of their work.

**Physical Education**

Grade 5 students will be proficient in the basic skills required for lifelong wellness. Students will have been given a foundation of wellness skills which will allow them to make healthy choices as they transition to middle school and beyond. Cooperation, teamwork, and leadership skills are a focus. Students will track and monitor their individual fitness levels as well as set fitness goals for improvement.

**Health Education**

In Fifth Grade Health Education students will make connections between the idea that they can control their wellness decisions, and develop skills around assertiveness and self advocacy. This will be explored in Steps to Respect, as well as puberty, alcohol, tobacco and drug education. As they enter middle school, students should be able to analyze a situation and demonstrate a strategy to improve personal safety.