



Student Info	
Student ID	
Student Name	
Grade	5
Teacher	
Date	May 23, 2025

"Where life's journey takes flight!"

Purpose of Standards-Based Report Cards

Standards-based reporting focuses on how well students meet learning goals, not their overall performance. It gives clear feedback on strengths and areas to improve based on state grade-level standards. Academics and Learner Behaviors are separated into two different, but equally important reporting areas. This helps families and educators make better decisions to support their students individual needs.

Attendance	Q1	S1	Q3	S2
Days Absent	2	8	6	6
Days Present	41	77	41	81
Times Tardy	0	0	7	10
Days Enrolled	43	85	47	87

Scan the QR code or visit
<https://www.lancsd.org/Page/3011>
for more information about standards reporting.



Learner Behavior Indicators

Each behavior standard is marked with a letter that corresponds to a specific definition of performance

- E - Excellent**
- G - Good**
- S - Satisfactory**
- N - Needs improvement**
- U - Unsatisfactory**

Academic Achievement Indicators

Each academic standard is marked with a number that corresponds to a specific definition of performance

- 4 - Thorough Understanding and Application of:**
grade level concept skills, complete Understanding, strong independent performance
- 3 - Adequate Understanding and Application of:**
of grade level concept skills, sufficient independent understanding
- 2 - Partial Understanding and Application of:**
grade level concept skills, beginning to grasp concepts/skills
- 1 - Minimal Understanding and Application of:**
concept skills that have been introduced
- NE - No Evidence of Understanding or Application of:**
concept skills that have been introduced
- N/A or Gray Shading - Not Yet Introduced or Assessed**

Learner Behavior		Q1	S1	Q3	S2
LB	Learner Behavior				
SDL	Self Directed Learner				
SDL.1*	Works independently	E	G	G	G
SDL.2*	Asks for help when needed	S	G	G	G
SDL.3*	Organizes workplace	E	G	E	E
SDL.4*	Uses materials properly	E	G	G	E
SDL.5*	Uses time wisely	E	G	S	G
SDL.6*	Follows school/classroom rules and directions	G	G	G	G
CC	Community Contributor				
CC.1*	Demonstrates empathy for others	S	S	G	G
CC.2*	Shows respect and appropriate behaviors in all areas of the school community	G	S	G	G
CC.3*	Collaborates productively with others	G	G	E	E
QP	Quality Producer				
QP.1*	Work quality demonstrates the individual's best effort	E	G	G	E
QP.2*	Completes work neatly	G	G	G	E
QP.3*	Works and monitors progress toward learning goals	S	G	G	E
Teacher Comments:					
It has been a pleasure having XXXX in class this year. He has worked hard on his academics and it shows. I wish him all the luck in 6th grade.					

Language Arts 5		Q1	S1	Q3	S2
RI.5	Reading: Informational Text				
RI.5.1*	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text				3
RI.5.2*	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	3	3	3	3
RI.5.4*	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area			3	3
RI.5.9*	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably			3	3
RI.5.10*	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently		3	2	4
RL.5	Reading: Literature				
RL.5.1*	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	2	2	2	3
RL.5.2*	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text	2	2	2	3
RL.5.4*	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes				3
RL.5.10*	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently		2	2	3
RF.5	Reading: Foundational Skills				
RF.5.4*	Read with sufficient accuracy and fluency to support comprehension			1	3
W.5	Writing				
W.5.1*	Write opinion pieces on topics or texts, supporting a point of view with reasons and information	2	3	3	3
W.5.2*	Write informative/explanatory texts to examine a topic and convey ideas and information clearly			3	3
W.5.3*	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			2	3
W.5.8*	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			3	3
W.5.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research			3	3
L.5	Language				
L.5.6*	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)		3	3	3
SL.5	Speaking & Listening				
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, building on others' ideas and expressing their own clearly		3	3	3

Mathematics 5		Q1	S1	Q3	S2
5.OA	Operations and Algebraic Thinking				
5.OA.1*	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols				3
5.OA.2.1*	Express a whole number in the range 2-50 as a product of its prime factors				4
5.OA.3*	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane				3
5.NBT	Number and Operations in Base Ten				
5.NBT.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	3	3	3	3
5.NBT.3*	Read, write, and compare decimals to thousandths	3	3	3	3
5.NBT.4*	Use place value understanding to round decimals to any place		2	2	3
5.NBT.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				3
5.NBT.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		3	3	3
5.NF	Number and Operations - Fractions				
5.NF.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		2	3	3
5.NF.2*	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers			1	3
5.NF.3*	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers				3
5.NF.4*	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction				3
5.NF.5*	Interpret multiplication as scaling (resizing)				3
5.NF.6*	Solve real-world problems involving multiplication of fractions and mixed numbers				3
5.NF.7*	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions				4
5.MD	Measurement & Data				
5.MD.2*	Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.			2	3
5.MD.5*	Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume			3	3
5.G	Geometry				
5.G.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 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				3
5.G.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				4
5.G.3*	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category				3

Social Studies 5		Q1	S1	Q3	S2
HSS.5	History-Social Science: US History and Geography- Making a New Nation				
HSS.5.0*	Students demonstrate/apply knowledge of grade level Social Studies content	2	2	2	3

Science 5		Q1	S1	Q3	S2
SEP	Using the Disciplinary Core Ideas & Cross Cutting Concepts students demonstrate proficiency in the following Science and Engineering Practices				
SEP.2*	Developing and using models	2	2	2	3
SEP.3*	Planning and carrying out investigations		3	2	3
SEP.6*	Constructing explanations and designing solutions	3	3	4	4
SEP.7*	Engaging in argument from evidence	3	3	3	3

Physical Education 5		Q1	S1	Q3	S2
PE.6*	Demonstrates the skills and concepts of physical education			S	S

Physical Education 5 (Continued)		Q1	S1	Q3	S2
PE.7*	Shows respect and appropriate behaviors			S	S

English Language Development 5 		Q1	S1	Q3	S2
P1*	Interacting in Meaningful Ways	3	3	3	3
P2*	Learning About How English Works		2	2	3