

Grade 5 Report Card Parent Guide

Dear Parents/Guardians,

As Singapore American School (SAS) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as we adopt rigorous standards for what every child should know and be able to do in each subject area and grade level. These standards set high expectations for students, staff, and schools. Achieving these standards requires continuous progress monitoring and providing targeted support as needed.

Like teachers, parents need accurate and meaningful information--particularly information about student strengths and challenges in performing to high expectations--to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. SAS has studied the use of a standards based report card for elementary students and believes this is a positive step in better communicating grade-level expectations for student learning. The report card provides valuable information on your student's performance to the standards. The report card also provides information on your child's learning behaviors - work habits, behavior, and effort.

The standards based report card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all SAS students. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success helps ensure that your child receives additional support—at home and school—when needed.

This Parent Guide provides information about the report card, including additional background information, a description of proficiency levels, a sample report card, and further detail on the content area standards included on the report card. We hope you will find the Parent Guide and the standards based report card system helpful. Please feel free to us if you have questions or concerns.

Sincerely,

David Hoss

Elementary School Principal

Jennifer Sparrow

Executive Director of Teaching & Learning

Components of a Standards-Based System

There are four essential components of a standards-based teaching, learning, assessment, and reporting system:

The **Content Standards** describe what a student should know and be able to do at a given grade level.

A teacher uses **Assessments** to measure learning and the extent to which a student has met the grade level content standards.



The standards-based **Curriculum** is a roadmap a teacher uses to ensure that Instruction targets the content standards.

The standards-based **Report Card** allows a teacher to communicate accurately a student's progress towards meeting content standards at specific points

Definitions of Proficiency Levels

Students are evaluated based on expected progress at that particular point in the school year. In other words, students who receive "S" or "Secure" are performing at the level expected for their grade at that point in the school year.

Proficiency levels for academic standards are defined as follows:

S - SECURE- Student consistently demonstrates understanding of concepts and skills. Student meets the grade level expectations.

P - PROGRESSING- Student demonstrates growing understanding of concepts and skills. Student is beginning to or inconsistently meets grade level expectations.

C - CONCERN- Student demonstrates significant difficulty in understanding the concepts and/or skill. Student is consistently below grade level expectations even with support services.

Proficiency levels for learning behaviors are defined as follows:

3 - Student meets the behavioral expectation(s).

2 - Student inconsistently meets the behavioral expectation(s).

1 - Student seldom demonstrates the behavioral expectation(s).

Proficiency levels for World Language are described in an addendum attached to your child's report card, the Interpersonal Oral and Interpretive Reading Score Descriptions.

Teachers may also indicate NA or NOT ASSESSED if the standard was not assessed during the semester.

Students Receiving ESOL, Math Resource, RLA Resource, and/or Speech and Language Therapy Services

All students are graded according to grade level standards, in line with their peers, on the grade level report card. Proficiency levels given on the Standards-based Report Card are based on expectations for that grade level. For students receiving a support service, the following applies:

- **ESOL:** ESOL teacher will complete the RLA section of the report card for assigned students and will complete an additional report.
- **RLA Resource:** Homeroom teacher, in consultation with the RLA Resource teacher, will complete the RLA section. The RLA Resource teacher will complete an additional report.
- **Math Resource, Grades 3-5:** Math Resource teacher completes the math section of the report card for assigned students and will complete an additional report.
- **GATE MATH:** GATE Math teacher will complete a separate report.
- **Speech and Language Therapy:** Homeroom teacher will complete RLA section. An additional will not be included with the report card.

Like grade level report cards, supplementary reports described above will be sent to parents by email. Each report will be delivered in a separate email message.

Sample Report Card

Scores received reflect the degree to which students met grade level expectations for that point of the year.

Students are evaluated based on expected progress at the indicated point in the school year. For example, students who receive a "5" for S1 are secure and are meeting the grade level expectations at the end of the first semester. Expectations for the second semester may be the same or may require a higher level of understanding or skill. To see the specific grade level expectations, please visit: [Http://www.sas.edu.sg](http://www.sas.edu.sg).

Comments from the Homeroom, Art, Music, Physical Education, and World Language teachers will be found on pages two and three of the report card.

Semester 1 is from August to December. Semester 2 is from January to June.

S1 = Semester 1
S2 = Semester 2

Academic Achievement Key	
S	SECURE - Student consistently demonstrates understanding of concepts and skills. Student meets the grade level expectations.
P	PROGRESSING - Student demonstrates growing understanding of concepts and skills. Student is beginning to or inconsistently meets grade level expectations.
C	CONCERN - Student demonstrates significant difficulty in understanding the concepts and / or skills. Student is consistently below grade level expectations even with support services.
NA	NOT ASSESSED - Standard was not assessed during the semester.
Learning Behaviors	
3	Student meets the behavioral expectation(s).
2	Student inconsistently meets the behavioral expectation(s).
1	Student seldom demonstrates the behavioral expectation(s).

The lines shaded gray are headings and students will not receive scores on these lines.

CORE CLASSROOM		
	S1	S2
Reading Language Arts		
Reading Level		
Reading Comprehension: Literature		
Reading Comprehension: Informational Text		
Reading Foundational Skills & Reading Behaviors		
Writing Different Genres (Text Types and Purposes)		
Writing Process (Production & Distribution of Writing)		
Writing Behaviors		
Listening and Speaking Skills		
Language Skills (Conventions & Vocabulary)		
Math		
Numbers & Numeration		
Operations & Computations		
Data		
Measurement & Reference Frames		
Patterns, Function, & Algebra		
Geometry		
Math Behaviors		
Science		
Mixtures and Solutions (Physical Science)		
Nature of Science (Science Skills)		
Social Studies		
History: Applies Historical Thinking		
Geography: Applies a Spatial Perspective		
Civics: Applies Understanding of Rights and Responsibilities		
Economics: Applies Understanding of Economic Concepts		
Learning Behaviors		
Attempts what is required, even when feeling frustrated		
Remains focused during teacher- and self-directed activities		
Uses time productively when working individually or with peers		
Contributes appropriately to partner, small group, and class activities		
Uses a system for organizing papers and materials		
Completes tasks and homework on time		
Follows oral and written directions		
Uses feedback and reflection to improve		
Seeks help when necessary		

SUPPORT PROVIDED		
	S1	S2
RLA Resource*		
Math Resource*		
ESOL*		
G.A.T.E Math*		
Speech/ Language		
*Please see attached report.		
SPECIALIST CLASSES		
	S1	S2
Art (Teacher: Laurie Thompson)		
Applies Media, Techniques and Processes		
Understands Art Concepts, Elements and Principles		
Learning Behaviors		
Music (Teacher: Simon Gustafson)		
Music Skills and Techniques		
Understands Music Concepts		
Learning Behaviors		
Physical Education (Jasper Lawrence) Aquatics (Meredith Bell)		
Demonstrates Motor Skills & Movement Patterns		
Understands and Applies PE Concepts and Strategies		
Demonstrates Cooperative Skills in the PE Environment		
Learning Behaviors		
Science Lab (Teacher: John Kimzey)		
Living Systems (Life Science)	5	
Landforms (Earth Science)	NA	
Nature of Science (Science Skills)	5	
Learning Behaviors	3	
Chinese Level 1 (Teacher: Monica Finley)		
Interpersonal (oral)		
Interpretive (listening comprehension)		
Interpretive (reading comprehension)		
Presentational (Speaking)		
Presentational (writing)		
Cultural Understanding		
Learning Behaviors		

Additional reports and/or comments will be attached for students receiving RLA Resource, math Resource, ESOL, and/or GATE Math services.

Academic content will receive S, P, or C. If the standard was not assessed, teachers will put a NA. Learning Behaviors will receive 3, 2, or 1.

Grade Level Explanation

Standards are different for each content area and for each grade level. Each standard that is assigned a score on the standards-based report card is broken down into the components that a teacher considers when instructing, assessing and assigning a proficiency level to your child's performance. Compare each content area chart to the corresponding content area of the report card to understand your child's specific strengths and weaknesses. If you have questions specific to your child, please contact his or her teacher.

In grade 5 reading, children continue to extend their use of reading strategies to understand, analyze, and interpret information. They read both accurately and fluently to understand text. Students improve their oral skills by making presentations for the class and others. They research topics, then write and present informational and persuasive reports. They write over time and on-demand. In math, students focus on three 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 numbers and decimal operations; and (3) developing understanding of volume. In Science, students deepen their understanding of physical science through a study of mixtures and solutions. In Science lab, they explore living systems and landforms. In Social Studies, students focus on how a nation forms, and the similarities and differences between Singapore and the United States, including historical context.

Reading Language Arts	
Reading Level	<p>Reading level is determined by a student's ability to independently read grade level text. Elements assessed include accuracy, rate (speed), and literal comprehension (answering questions found in the text) and inferential comprehension ("reading between the lines").</p> <p>Note: To provide greater specificity on your child's reading ability, teachers may mark the reading standards independently of each other. If a student receives a "Progressing" or "Concern" for reading level, teachers will ask him or her to demonstrate comprehension of grade-level text through shared reading or after having a grade-level text read aloud to them, This will allow them to determine whether the struggle to read at grade level is because of difficulty with comprehension skills (Reading Comprehension: Literature and/or Reading Comprehension: Informational Text), decoding and fluency skills (Reading Foundational Skills) or both. This means that a student who receives a "P" or "C" for Reading Level might receive a "S" for Comprehension or Foundational Skills, providing you with a clearer picture of where attention and/or support needs to be given.</p>
Reading Comprehension: Literature	<p>Literature includes stories as well as poetry.</p> <ul style="list-style-type: none"> • Key ideas and details (e.g., quote accurately from a text; compare and contrast two or more characters, settings, or events) • Craft and structure (e.g., explain how a series of chapters, scenes, or stanzas fit together; describe how point of view influences description of events) • Integration of knowledge and ideas (e.g., compare and contrast stories in the same genre)
Reading Comprehension: Informational Text	<p>Informational text includes Literary Nonfiction and Historical, Scientific, and Technical Texts.</p> <ul style="list-style-type: none"> • Key ideas and details (e.g., determine two or more main ideas; explain the relationships or interactions between two or more events or ideas) • Craft and structure (e.g., compare and contrast the overall structure of two or more texts; analyze multiple accounts of the same even or topic) • Integration of knowledge and ideas (e.g., draw on information from multiple print or digital sources; explain how an author uses reasons and evidence to support particular points in a text)
Reading Foundational Skills and Reading Behaviors	<ul style="list-style-type: none"> • Phonics & Word Recognition (i.e., know and apply grade-level phonics and word analysis skills in decoding words) • Fluency (i.e., read with sufficient accuracy and fluency to support comprehension) • Effective Reading Behaviors (e.g., reflect on and self-assess reading skills; read for an increasingly longer period of time with stamina and engagement; engage in meaningful and purposeful discussions of texts)

Reading Language Arts (continued)	
Writing Different Genres (Text Types and Purposes)	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons • Write informative/explanatory texts to examine a topic and convey ideas and information clearly • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences • Research to build and present knowledge
Writing Processes (Production & Distribution of Writing)	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • Develop and strengthen writing as needed by planning, revising, and editing • Use technology to produce, publish, interact and collaborate
Writing Behaviors	<ul style="list-style-type: none"> • Use organizational strategies for storing and referring back to ideas • Write with increasingly more stamina and focus • Reflect and self-assess on writing skills • Engage in meaningful discussions about writing
Listening & Speaking	<ul style="list-style-type: none"> • Comprehension and collaboration (e.g., 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) • Presentation of knowledge and ideas (e.g., report on a topic or text or present an opinion)
Language Skills (Conventions & Grammar)	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., explain the function of conjunctions, prepositions, and interjections; recognize and correct inappropriate shifts in verbs) • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (e.g., use punctuation to separate items in a series; use underlining, quotation marks, or italics to indicate titles of works) • Determine or clarify the meaning of unknown and multiple-meaning words based on grade 5 reading and context • Demonstrate understanding of figurative language, word relationships, and nuances in word meaning (e.g., interpret figure language, including similes and metaphors; recognize and explain the meaning of common idioms)
Math	
Operations & Algebraic Thinking	<ul style="list-style-type: none"> • Write and interpret numerical expressions • Analyze patterns and relationships
Numbers & Operations in Base 10	<ul style="list-style-type: none"> • Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths
Number & Operations – Fractions	<ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions • Apply and extend previous understandings of multiplication and division to multiply and divide fractions
Measurement & Data	<ul style="list-style-type: none"> • Convert like measures units within a given measurement system • Represent and interpret data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
Geometry	<ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems • Classify two-dimensional figures into categories based on their properties

Science	
Mixtures and Solutions (Physical Science)	<ul style="list-style-type: none"> • Know that during chemical reactions the atoms in the reactants rearrange to form products with different properties • Know metals have properties in common, such as high electrical and thermal conductivity. Some metals are pure elements; others are composed of a combination of elemental metals • Know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties • Know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds • Know properties of solid, liquid, and gaseous substances • Know living organisms and most materials are composed of just a few elements • Know the common properties of salts
Science Skills	<ul style="list-style-type: none"> • Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data • Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion
Social Studies	
History: Applies Historical Thinking	<ul style="list-style-type: none"> • Understand historical chronology and concepts of time, continuity, and change (e.g., understand how Singapore and the USA were different in the past and changed over time from pre-colonization to independence) • Understand and analyzes cause and effect relationships of major historical events (e.g., understand how significant individuals have influenced the development of Singapore and USA) • Understand there are multiple perspectives and interpretations of history (e.g., analyze primary and secondary sources to understand and support conclusions about events in the formation of Singapore and the USA) • Uses history to understand the present and plan for the future (e.g., provide examples of how the challenges faced and overcome in Singapore's and the USA's past continue to influence people's lives (e.g., cultural harmony)
Geography: Applies a Spatial Perspective	<ul style="list-style-type: none"> • Understand location, physical and cultural characteristics of places and how these are represented spatially (e.g., understand and explain the physical and cultural characteristics of Singapore and USA) • Understand human interaction with the environment (e.g., understand and analyze the impact that the movement of people tot Singapore and the USA had on the environment and the indigenous people) • Understand the geographic context of global issues and events (e.g., understand personal connections of the themes of Singapore and USA history)
Civics: Applies Understanding of Rights and Responsibilities	<ul style="list-style-type: none"> • Understand the key civic ideals and principles and roles, rights and responsibilities of citizenship (e.g., understand the key ideals underlying the formation of Singapore and the USA as independent nations) • Understand the purposes, organization, and function of rules, laws, governments, and political systems (e.g., explain the government systems of Singapore and the USA) • Understand civic involvement (e.g., understand that people can be a force of change through civic participation)