



Fifth Grade

**Parent Guide for
Student Expectations
2008-2009**

**Fifth Grade Standards-Based Report Card
Parent Guide for Student Expectations
2008-2009**

The standards-based report cards being implemented by the Douglas County School System have been created for the purpose of providing parents the most accurate, fair and useful information about their child's progress in school. The report card gives a clear message to parents about what their children know, what they are able to do, and what they need to learn in relation to the Georgia Performance Standards. Each quarter provides students multiple opportunities to practice, attain, and demonstrate mastery of the standards.

The information contained in this guide is the level 3 expectations for the standards on the report card. This can be a helpful tool for understanding what your child is to learn and understand each quarter of the school year.

As you look at the guide, you will notice that the expectations increase as the year progresses. Therefore, your child could earn a **3** for a standard in the first quarter and then earn a **2** for the second quarter, due to the increase in the expectations. Please ask your child's teacher if you have any questions or if you need clarification.

Below is the key to understanding the numbers used to evaluate student progress in the areas of language arts, math, science and social studies:

Key to Academic Achievement			
<p>3 Consistently and independently achieves the standard</p>	<p>2 Progressing toward achievement of the standard</p>	<p>1 Limited or minimum progress toward achievement of the standard</p>	<p>X / ■ Not assessed at the time</p>

Below is the key to understanding the letters for evaluating student initiative, work habits and the special areas of physical education, art and music:

Key to Initiative and Work Habits and Special Areas		
<p>S SUCCESSFUL Student displays appropriate learner behaviors for kindergarten</p>	<p>P PROGRESSING Student behavior improving, but not yet displaying satisfactory behaviors</p>	<p>N NEEDS IMPROVEMENT Student does not display behaviors that lead to successful learning</p>

Report cards will be issued at the end of every quarter. They will be distributed as follows:

First Quarter: October 15, 2008
Second Quarter: January 7, 2009

Third Quarter: March 25, 2009
Fourth Quarter: May 29, 2009

The Georgia Performance Standards

Georgia has a new curriculum implemented in grades kindergarten through grade twelve. It is called the Georgia Performance Standards, or the GPS. The GPS includes standards for English Language Arts, Mathematics, Science, and Social Studies. At this time, courses in Foreign Language and Career, Technical, and Agricultural Education are being converted to performance standards. Courses in health, physical education, and fine arts will be converted to performance standards at a future date.

The state's curriculum is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The curriculum establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material to it.

The Georgia Performance Standards are the result of months of work by teacher teams, state and national experts, and consultants. National standards were examined from high-performing states such as Michigan, Texas, and North Carolina, and nations such as Japan. Guidelines of national groups such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science were also consulted.

What is a performance standard, and why does it represent an improvement upon the old content standards used in the previous curriculum?

Performance standards go into much greater depth than the content objectives used in the previous curriculum. The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master), and expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.

Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The performance standards isolate and identify the skills needed to use the knowledge and skills to solve problems, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

What can I do to help my child achieve the standards?

1. Ask your child specific questions about school and listen to their answers.
2. Read the information provided from the school on the standards.
3. Provide experiences your child can build upon.
4. Know what is being taught each quarter.
5. Provide learning games, puzzles, and books.
6. Visit the library and read to and with your child.
7. Keep your child well rested.
8. Establish a regular homework routine.
9. Guide television and movie viewing.
10. Ask open ended questions, including "why" and "how" questions about their world.
11. Make sure your child is on time to school each and every day.
12. Communicate frequently with your child's teacher and attend events held at school.

In order to receive a score of 3, a student consistently & independently:

Language Arts				
Reading	Q1	Q2	Q3	Q4
Understands & acquires new vocabulary	Acquires and incorporates understanding of new words (definitions, roots, suffixes, prefixes, use of dictionary & thesaurus, multiple meanings, antonym, synonym, homophone).			
Demonstrates comprehension of various types of literature	Demonstrates comprehension of various types of literature (setting, characterization, conflict in plot, dramatic literature, similarities & differences between narrative & film/play version, historical or cultural setting, author's use of dialogue, relates to prior knowledge).			
Comprehends & analyzes the creative use of language	Demonstrates comprehension and analysis of the creative use of language in a variety of literary texts, including poetry (imagery, personification, metaphor, simile, hyperbole, alliteration, onomatopoeia, rhyme scheme, graphics, refrain, common idioms, figurative phrases, puns, jokes, palindromes).			
Demonstrates comprehension of informational text	Demonstrates comprehension of informational text (locates facts, paragraphs, topic sentences, concluding sentences, glossary, charts, maps, diagrams, captions, illustrations, chronological order, logical order, cause & effect, classification, main ideas, supporting ideas, supporting details, makes connections).			
Reads fluently & applies oral reading strategies	Reads aloud a variety of genre at 95% accuracy using rhythm, flow, self-correction, and effective decoding strategies.			
Makes judgments & draws conclusions	Makes judgments and draws conclusions (theme, inferences, similarities & differences).			
Consistently reads towards the 25 book goal / 1,000,000 words (cross-curricular)	Reads 6 or more grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.	Reads 12 or more grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.	Reads 19 or more grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.	Reads 25 or more grade level books (or book equivalents) from 3 different literary forms & at least 5 different authors.
Writing	Q1	Q2	Q3	Q4
Uses the writing process	Uses the writing process (plans, drafts, revises, edits to correct mechanics, sentence structure, and spelling).			
Ideas: Establishes a focus & develops main points	Establishes a focus and develops main points when writing...			
	(plot, point of view, setting, conflict, events, controlling ideas, facts & details, supports ideas, interpretations, draws from more than one source and excludes extraneous details & inconsistencies).	(plot, point of view, setting, conflict, events, controlling ideas, facts & details, judgments, supports ideas, interpretations, draws from more than one source and excludes extraneous details & inconsistencies),	(plot, point of view, setting, conflict, events, controlling ideas, facts & details, judgments, supports ideas/position, interpretations, clear position, addresses reader concerns, draws from more than one source and excludes extraneous details & inconsistencies),	
Organization: Structure is clear & appropriate	Uses clear and appropriate structure when writing -			
	selects a focus, an organizational structure; writes texts of an appropriate length that conveys information and ensures coherence with the use of transition words.	selects a focus, an organizational structure, and point of view based on genre expectation; writes texts of an appropriate length that conveys information and ensures coherence with the use of transition words.		
Style: Uses interesting language to capture the reader's interest	Uses descriptive language to capture the reader's interest (engage the reader, sensory details and concrete language, develop complex characters, uses genre strategies and appropriate word choice).			
Mechanics: Uses appropriate mechanics	Uses appropriate mechanics when writing, revising, and editing (capitalization, correct sentence structure and spelling, apostrophes, quotation marks, commas, paragraph indentations, elimination of sentence fragments & run-ons).			
Identifies & uses appropriate parts of speech	Identifies and uses appropriate parts of speech when writing -			
	nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections.	nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections, verb phrases & tenses, function of word according to position in sentence.		
Applies the rules of sentence structure	Applies the rules of sentence structure (use of modifiers, revision, declarative, interrogative, imperative, exclamatory, functional fragments, order, complexity, multiple word performance).			
Applies spelling across the curriculum	Applies correct spelling when writing across the curriculum.			

In order to receive a score of 3, a student consistently & independently:

Research	Q1	Q2	Q3	Q4
Uses basic computer skills to support writing	Uses basic computer skills to research, support writing, and create simple documents (keyboarding, computer terms, passwords, menus, word search, thesaurus, spell check).			
Uses reference materials in reading & writing	Acknowledges information from sources and uses reference materials in reading and writing ...			
	(citations, end notes, bibliographic references, appendices, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers).	(citations, end notes, bibliographic references, appendices, dictionary, thesaurus, encyclopedia, electronic info, almanac, atlas, magazines, newspapers, features of text).		
Listening, Speaking, & Viewing	Q1	Q2	Q3	Q4
Demonstrates communication skills through listening & speaking strategies	Demonstrates communication skills through listening and speaking strategies (student-to-teacher, student-to-student and group verbal interactions, initiates new topics, asks relevant questions, paraphrases, hypothesizes, supports opinions, clarifies, and illustrates responses).			
Uses resources to present information & ideas	Uses resources from text and media to present information and ideas (media awareness, responding to & delivering presentations related to visual & oral texts and media).			
Mathematics				
Number & Operations	Q1	Q2	Q3	Q4
Classifies counting numbers	Classifies the set of counting numbers into subsets with distinguishing characteristics (odd/even, prime/composite).			
Works with factors, multiples & divisibility rules	Finds multiples & factors; analyzes & uses divisibility rules.			
Understands place value of whole numbers & decimals	Understands place value and the effects on the product when multiplied by 10, 100, 1000, 0.1 and 0.01.			
Multiplies & divides decimals	Models, computes, explains, and defines the rules for multiplication and division with whole numbers, fractions, and decimals.			
Finds equivalent fractions & simplifies fractions	NOT ASSESSED THIS QUARTER	Finds equivalent fractions and simplifies fractions.		
Compares fractions		Compares fractions using $<$, $>$, $=$ and justifies the comparison.		
Adds & subtracts fractions & mixed numbers		Adds and subtracts common fractions and mixed numbers.		
Models multiplication & division of fractions		Models the multiplication and division of common fractions.		
Uses fractions & decimals interchangeably		Uses fractions (proper and improper) and decimals interchangeably.		
Estimates products & quotients with fractions & decimals		Estimates products and quotients involving fractions and decimals.		
Models & applies percent	Models percents on 10 by 10 grid and applies percents to a circle graph.			
Measurement	Q1	Q2	Q3	Q4
Derives formulas & finds area of plane figures	NOT ASSESSED THIS QUARTER		Derives and finds the formula for area (parallelograms, triangle, circle, polygons).	
Estimates & finds area of polygons	NOT ASSESSED THIS QUARTER		Estimates and finds the area of polygons - regular and irregular.	
Measures & compares capacity	NOT ASSESSED THIS QUARTER			Measures and compares capacity using appropriate units (mL, L, fluid oz, cups, pints, quarts, gallons).

In order to receive a score of 3, a student consistently & independently:

Derives formulas, estimates, & finds volume of solids	NOT ASSESSED THIS QUARTER				Understands and uses cubic units (u^3), derives formulas for finding the volume of a cube and rectangular prism using manipulatives, and estimates/finds the volume of cubes and rectangular prisms.
Distinguishes between volume & capacity	NOT ASSESSED THIS QUARTER				Understands the differences & similarities between volume & capacity.
Geometry	Q1	Q2	Q3	Q4	
Understands congruence of geometric figures	NOT ASSESSED THIS QUARTER			Understands congruence of geometric figures and the correspondence of their vertices, sides, and angles.	
Understands relationship of a circle's circumference, diameter, & pi	NOT ASSESSED THIS QUARTER			Understands the relationship of the circumference of a circle, its diameter, and pi ($\pi \approx 3.14$).	
Algebra	Q1	Q2	Q3	Q4	
Uses variables in algebraic expressions & formulas	Uses variables (n, x) for unknown quantities in algebraic expressions.				
Evaluates algebraic expressions & formulas	Investigates and evaluates algebraic expressions and determines formula reliability.				
Data Analysis & Probability	Q1	Q2	Q3	Q4	
Analyzes data in graphs	Analyzes data presented in a graph.				
Understands advantages/disadvantages of graphs	Compares and contrasts multiple graphic representations for a single set of data and discusses the advantages/disadvantages of each.				
Collects, organizes, & displays data using appropriate graphs	Collects, organizes, and displays data using the most appropriate graph.				
Process Skills	Q1	Q2	Q3	Q4	
Uses mathematical language to express, connect ideas, record & solve problems	Solves problems in math and other content areas, expresses ideas using precise mathematical language, understands how mathematical ideas connect in other areas, and records mathematical ideas with pictures, words, models, and symbols.				
Science					
Earth Science	Q1	Q2	Q3	Q4	
Identifies surface features caused by constructive & destructive forces	Identifies and finds examples of surface features caused by constructive and destructive processes (deposition, earthquakes, volcanoes, faults, erosion, weathering, impact of organisms).				
Explains how man's use of technology can control constructive & destructive forces	Explains use of technology to control constructive and destructive forces (changes in earth's surface features; human impact).				
Physical Science	Q1	Q2	Q3	Q4	
Verifies that the mass of an object is equal to the mass of its parts even though they are microscopic	Demonstrates through manipulation and measurement that the mass of an object is equal to the mass of its parts even though the parts are too small to be seen without magnification.				
Investigates & provides evidence of physical & chemical changes	Explains the difference between physical and chemical changes by separating mixtures, manipulating paper, recognizing the changes in states of water involve temperature change, and investigating chemical reactions.				
Investigates the nature of electricity & magnetism & explores their relationships	NOT ASSESSED THIS QUARTER	Investigates static electricity, insulators, conductors, and uses equipment effectively circuits; compares bar magnets to an electromagnet.			

In order to receive a score of 3, a student consistently & independently:

Life Science	Q1	Q2	Q3	Q4
Identifies parts of cells & explains their functions	NOT ASSESSED THIS QUARTER	Uses magnifiers to observe cells. Identifies functions and labels parts of animal & plant cells (membrane, wall, cytoplasm, nucleus, chloroplasts).		
Compares multi-cell & single cell organisms	NOT ASSESSED THIS QUARTER	Compares single- & multi-cells organisms.		
Recognizes classification systems & how they are used	NOT ASSESSED THIS QUARTER			Classifies animals and plants into groups according to characteristics (invertebrates, vertebrates), subgroups of vertebrates and plant classification.
Identifies characteristics of learned behaviors & inherited traits & the role played by genes	NOT ASSESSED THIS QUARTER		Differentiates between learned behaviors and inherited traits, including the role genes play in transferring inherited traits.	
Recognizes the effects of microorganisms on larger organisms	NOT ASSESSED THIS QUARTER		Identifies and explains beneficial and harmful microorganisms.	
Health	Q1	Q2	Q3	Q4
Demonstrates healthy living	Demonstrates healthy living: Family Living (childbearing, role of parents); Growth & Development (endocrine system, puberty); Mental Health (stress).	Skills and concepts from Quarter 1 and Nutrition (facts & food labels, 6 nutrients, marketing, dietary disorders, food guide pyramid).	Skills and concepts from Quarter 2 and Disease Prevention (diseases and illnesses, communicable and noncommunicable diseases, preventions, immune system) and Personal Health (heart disease, personal hygiene).	Skills and concepts from Quarter 3 and Alcohol, Tobacco & Drugs (dangers, terminology, media, sources of help, peer pressure, healthy alternatives).
Demonstrates personal safety	NOT ASSESSED THIS QUARTER	Demonstrates personal safety (first aid, threats, support system, peer pressure).		
Social Studies				
Historical Understandings	Q1	Q2	Q3	Q4
Explains causes, events, consequences of the Civil War	Explains causes, events, and consequences of the Civil War (states' rights & slavery, Uncle Tom's Cabin, John Brown's raid on Harper's Ferry, Fort Sumter, Gettysburg, Atlanta Campaign, Sherman's March, Appomattox Court House, Lincoln, Lee, Grant, Davis, Jackson, effects of war on the North and South).			
Analyzes effects of Reconstruction on American life	Analyzes the effects of Reconstruction on American life (13th, 14th & 15th Amendments, Freedmen's Bureau, sharecropping, denied newly earned rights of African Americans, Jim Crow laws).			
Describes how life changed at turn of century	NOT ASSESSED THIS QUARTER	Describes how life changed at the turn of the 20th century (Black Cowboys of Texas, Great Western Cattle Trail, Chisholm Trail, Wright brothers, Carver, Bell, Edison, McKinley, Roosevelt, Panama Canal, Spanish-American War, emigration).		
Describes US involvement in WWI & post WWI America	NOT ASSESSED THIS QUARTER	Describes U.S involvement [why U.S. joined--Lusitania; cultural developments -- Jazz Age (Armstrong), Harlem Renaissance (Hughes), baseball (Ruth), automobile (Ford), airplanes (Lindbergh)].		
Explains effects of Great Depression & New Deal	NOT ASSESSED THIS QUARTER		Explains effects of the Great Depression and the New Deal (Stock Market Crash, Hoover, Roosevelt, Dust Bowl, soup kitchens; Civilian Conservation Corps, Works Progress Administration, Tennessee Valley Authority; cultural elements--Ellington, Mitchell, Owens).	
Explains reasons for America's involvement in WWII	NOT ASSESSED THIS QUARTER		Explains reasons for America's involvement in WWII (Germany & Japan aggression in Asia; Pearl Harbor, Iwo Jima, D-Day, VET & IVY Days, Holocaust; Hiroshima & Nagasaki; Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, Hitler; rationing, role of women (Rosie the Riveter) & African Americans, Tuskegee Airmen; United Nations).	

In order to receive a score of 3, a student consistently & independently:

Discusses origins & consequences of the Cold War	NOT ASSESSED THIS QUARTER				Discusses origins and consequences of the Cold War (Iron Curtain; communism, Berlin airlift, Korean War, North Atlantic Treaty Organization; McCarthy & Khrushchev).
Describes important aspects between 1950-1975	NOT ASSESSED THIS QUARTER				Describes important aspects between 1950-1975 (Cuban Missile Crisis, Vietnam War; Civil Rights movement; Brown vs. Board of Education; Montgomery Bus Boycott, March on Washington, Civil Rights Act, Voting Rights Act--Marshall, Parks, King; assassinations of JF Kennedy, RF Kennedy, MLK; technology; space exploration).
Traces important developments since 1975	NOT ASSESSED THIS QUARTER				Describes & explains important developments since 1975 (world events--Middle East, Soviet Union, Persian Gulf War, 9-11-01; personal computer & Internet).
Geographical Understandings	Q1	Q2	Q3	Q4	
Locates important places in the United States	Locates important places in the United States (Grand Canyon, Salton Sea, Great Salt Lake, Mojave Desert; Chisholm Trail, Pittsburgh, Gettysburg, Kitty Hawk, Pearl Harbor, Montgomery).				
Explains reasons for spatial patterns of economic activities	Explains relationship between place and economic activities (industrial location post Civil War; dispersion of primary economic activities; dispersion of global economic activities--U.S. as world power).				
Civic Understandings	Q1	Q2	Q3	Q4	
Explains how the Constitution protects a citizen's rights	Explains how the Constitution protects a citizen's rights (citizen responsibilities; Bill of Rights; protection of citizen rights, due process).				
Explains how the amendment process protects rights & democracy	Explains how amending the Constitution protects rights and democracy (amendment process and purpose; 12th, 15th, 17th, 19th, 23rd, 24th, 26th amendments).				
Explains the meaning of the nation's motto	Explains the meaning and reason of the motto of the U.S. ("e pluribus unum").				
Economics	Q1	Q2	Q3	Q4	
Identifies basic economic concepts	Identifies basic economic concepts to illustrate historical events (opportunity costs; price incentives; specialization; voluntary exchange; trade; NAFTA, technological advances).				
Describes functions of 3 major institutions in each era of U.S. history	NOT ASSESSED THIS QUARTER			Describes functions of three major institutions in each era of U.S. history (private business; bank function; taxation; goods & services).	
Describes how consumers & businesses interact in the economy across time	Describes how economic concepts have influenced U.S. history (competition, markets & prices; earning income by selling labor; entrepreneurs).				
Identifies elements of a personal budget & explains decisions made regarding spending & saving	Identifies elements of a personal budget and explains decisions made regarding spending and saving.				