

# Berkeley Unified School District

## GUIDE FOR FAMILIES

### FIFTH GRADE REPORT CARDS

The Berkeley Unified School District has made some changes to student Report Cards this school year. The purpose of this Guide is to give families a detailed explanation of the Report Card and of the District expectations. We hope that this Guide helps strengthen home-school communication. Following the overall expectations and grading for students, you will find supporting documents for English Language Arts (by Grade Level) and Social-Emotional Learning / Habits of Work.

**These are the marks given to grades**

<b>3</b>	<b>Meeting</b>	<p><b>Regularly meets the standards</b>            To receive a mark of 3, a student must be consistently performing at grade level standards. The expectations outlined in the following ELA, Math and Social-Emotional Learning (SEL) sections describe what a student would be able to do in order to meet each standard over the course of the school year. This is the minimum “proficiency” target level for all students.</p>
<b>2</b>	<b>Approaching</b>	<p><b>Inconsistently meets the standards</b>            To receive a mark of 2, a student is inconsistently meeting grade level standards, and may be performing up to one year below grade level in the specific standards or area indicated. If a student receives a 2 in ELA, Math or SEL, there will be a box marked with an X in the areas the student needs improvement in.</p>
<b>1</b>	<b>Needs Significant Support</b>	<p><b>Does not meet the grade level standards</b>            To receive a mark of 1, a student is not meeting grade level standards. This student will receive a box marked with an X in the areas the student needs improvement in.</p>

Reading Standards Grade 5

Literature

Informational

Key Ideas and Details

1. Quote accurately from text to explain explicit information and draw inferences
2. Determine theme of a story, drama, or poem from details in the text, including reflections or response to challenges; summarize the text

1. Quote accurately from text to explain explicit information and draw inferences
2. Determine two or more main ideas; explain how they are

Writing Standards Grade 5

Text Types and Purposes

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## **K-5 Report Card Supporting Document: Personal/Social Behaviors and Habits of Work**

### **Using this Document:**

This document provides specificity, connection to the Toolbox Curriculum, and behavioral exemplars for the ‘Personal/Social Behaviors’ section of the K-5 report card. It is intended to be a handy reference for conversation with families about student progress.

### **Social-Emotional Learning Core Domains:**

This section lists the full definition of each core domain (an abbreviated and parent-friendly definition is printed on the K-5 report card)

### **Related Toolbox Tools:**

This section lists the specific Toolbox Tools that target the corresponding social-emotional domain. Teachers can refer to the Toolbox Tools related to a child’s area of struggle or particular strength for teaching suggestions.

### **Possible Behavioral Descriptors:**

This section provides specific examples of how these overarching domains may manifest in the classroom. These specific descriptors are a great jumping off point for a discussion of strength or weaknesses in parent conferences. Consider whether or not a child’s particular strength or area of struggle is seen across settings (classroom, yard, small-group, large-group).

<b>Supporting Document: Personal/Social Behaviors</b>		
<i>Social-Emotional Learning Core Domains</i>	<i>Related Toolbox Tools</i>	<i>Possible Behavioral Descriptors</i>
<p><b>Self-Awareness</b>-Ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p>	<ul style="list-style-type: none"> <li>-Breathing Tool</li> <li>-Quiet/Safe Place Tool</li> <li>-Empathy Tool</li> <li>-Garbage Can Tool</li> <li>-Tangible Learning Tool (T-LE)</li> </ul>	







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