



Silver Spring Intermediate School Report Card Guide for Families

One component of strong communication is sharing progress on report cards. Each grading period, teachers collect and review evidence of student learning to determine growth. Evidence may include student work samples, observations made in the class, and other activities which help teachers monitor and report on your child's understanding of the grade-level standard.

LEARNER BEHAVIORS

Our district prioritized learner behaviors that are needed for children to be successful at certain grades. The rubrics linked below assist teachers in assessing your child on a continuum for each learner behavior identified. Examples of possible behaviors are also included on the rubrics. Please reach out to your child's classroom teacher should you have any questions after reviewing.

[5-6 Learner Behavior Rubric](#)

ACADEMIC PERFORMANCE LEVEL

Teachers use the following performance indicators to report progress in **all content areas and allied classes**, with the exception of Chorus/Band/Music:

- (X) – Not Assessed At This Time:** This standard may have been introduced or taught this semester; however, not enough evidence was collected to accurately report out on this standard at this time.
- (1, 1.5) – Beginning:** Student has not yet shown understanding of the grade-level standard and needs additional support (time, practice, instruction) to further develop knowledge and understanding
- (2, 2.5) – Developing:** Student shows evidence of the basic skills, strategies, and concepts associated with this grade-level standard
- (3, 3.5) – Proficient:** Student shows evidence of the complex skills, strategies, and concepts associated with this grade-level standard
- (4) – Excelling:** Student makes accurate, in-depth inferences and applies skills, strategies, concepts, and complex reasoning to this grade-level standard. Excelling is not “above and beyond” the grade-level standard, rather it is showing a deeper understanding and application of the standard

Proficiency scores (1-4) replace traditional letter grades and percentage scores. The proficiency scores are tied to descriptions of key learning goals and proficiency rubrics. Teachers will provide feedback to students and your child will have multiple opportunities to show growth toward these learning goals throughout the year using the rubrics associated with each learning goal. Final scores are determined based on a formula that heavily considers most recent evidence of student learning, rather than an average, in each area. The only exception to this occurs when topics are unit specific. When a standard is assessing a content topic of a shorter duration, averaging the score may be a better indicator of your child's overall skill level in that general content area.

READING: FOUNDATIONAL SKILLS

The report card also features a section where teachers report on students' progress towards mastering Foundational Skills in Reading. Foundational skills are skills readers must master in order to become fluent readers. These skills include ability to analyze/decode words and read grade-level texts. Teachers use the following performance indicators to report progress in the ELA Foundational Skills section:

- (DEV) – Developing:** Student is developing understanding and is approaching grade-level expectations for the end of the year
- (PRO) – Proficient:** Student is proficient in meeting grade-level expectations for the end of the year

5th Grade Report Card Sample

HAMILTON SCHOOL DISTRICT GRADE 05 REPORT CARD 2024-2025

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Student: _____
 Homeroom: _____
 School: **Silver Spring Intermediate School**
 Generated on: _____

ATTENDANCE	
Term	
Days Present	
Days Absent	
Periods Tardy	

Academic Performance Level for Academic Progress	
Name	Score
Excelling	A+
Excelling	A
Excelling	A-
Proficient	B+
Proficient	B
Proficient	B-
Developing	C+
Developing	C
Developing	C-
Assessed	D+
Assessed	D
Assessed	D-
Unacceptable	U
High Pass	HP
Pass	P
No Pass	NP
Fail	F
Not Graded	NG

Academic Performance Level for Allied Arts Skills	
Name	Score
Rarely	1
Sometimes	2
Consistently	3
Not Graded	NG

Academic Performance Level for Standards-Based Skills Rubric	
Name	Score
Beginning	1
Beginning/Developing	1.5
Developing	2
Developing/Proficient	2.5
Proficient	3
Proficient/Excelling	3.5
Excelling	4
Not Assessed At This Time	X
Not Graded	NG

Used for
Humanities,
Math/Science,
and Allied
Quarter class
sections

Academic Performance Level for Reading: Foundational Skills	
Name	Score
Developing	DEV
Proficient	PRO
Not Graded	NG

Used for
Reading
Foundational
Skills section

Academic Performance Level for Learner Behaviors 5-6	
Name	Score
Excelling	4
Proficient	3
Developing	2
Beginning	1
Not Graded	NG

Used for
LEARNER
BEHAVIORS
sections

Learner Behaviors Rubrics:
Focus Attention (Responsible):
 1 Even with guidance, does not yet use organizational skills and strategies
 2 With teacher guidance, uses organizational skills and strategies to focus attention.
 3 Independently uses organizational skills and strategies to focus attention
 4 and applies organizational skills and strategies to carry out tasks
Self-Management (Responsible):

1 Even with guidance, does not yet consistently set attainable, realistic goals or assess engagement toward those goals.
 2 Student sets attainable, realistic goals; Student identifies challenges getting in the way of reaching their goal
 3 and persists and perseveres through successes and challenges
 4 and adjusts goals (when appropriate) and reflects accurately in order to develop future goals.

Social Awareness (Safe and Respectful):

1 Does not yet show respect for others and their perspectives.
 2 Student is willing, but needs redirection and modeling to show respect for others and their feelings and needs
 3 Student respects others' feelings and needs in order to maintain positive relationships
 4 and can display empathy towards the feelings and needs of others.

Relationship Skills (Respectful and Kind):

1 Does not yet participate in group activities independently
 2 Student inconsistently works productively and cooperatively in a group
 3 Student works productively and cooperatively in a group
 4 and problem-solves through setbacks and disagreements.

HUMANITIES GRADE 5				
	Term			
	Q1	Q2 (Sem 1)	Q3	Q4 (Sem 2)
READING GRADE 5				
READING - LITERATURE & INFORMATIONAL				
Refers to relevant details and evidence when explaining and makes logical connections				
Determines a theme or central idea and explains how it is supported by key details				

6th grade report cards have similar components. Please reach out to your child's teacher if you have specific questions.

HUMANITIES GRADE 5

	Term			
	Q1	Q2 (Sem 1)	Q3	Q4 (Sem 2)

Determines the meaning of words and phrases and analyzes their effect on meaning, tone and mood

FOUNDATIONAL SKILLS

Knows and applies grade-level phonics and decoding skills

Reads grade-level text with accuracy and fluency to support comprehension

WRITING GRADE 5

Composes writing for a variety of modes to examine and convey complex ideas and information (Opinion/Argument, Informative, Narrative)

Understands and uses conventions of language and correct spelling

SOCIAL STUDIES GRADE 5

Shows understanding of social studies content

HUMANITIES 5 LEARNER BEHAVIORS

Focus Attention (Responsible)

Self-Management (Responsible)

Social Awareness (Safe and Respectful)

Relationship Skills (Respectful and Kind)

MATH/SCIENCE GRADE 5

	Term			
	Q1	Q2 (Sem 1)	Q3	Q4 (Sem 2)

MATH 5

Shows understanding of the place value system

Performs operations with multi-digit decimal numbers

Performs operations to add and subtract fractions

Performs operations to multiply and divide fractions

Shows understanding of geometric measurement

MATH/SCIENCE GRADE 5

	Term			
	Q1	Q2 (Sem 1)	Q3	Q4 (Sem 2)

SCIENCE 5

Develops and uses models to describe a phenomenon

Constructs an argument with evidence to support a claim

Constructs an explanation with evidence to support a claim

Shows understanding of the content for Patterns of Earth & Sky

Shows understanding of the content for Modeling Matter

Shows understanding of the content for The Earth System

Shows understanding of the content for Ecosystem Restoration

MATH/SCIENCE 5 LEARNER BEHAVIORS

Focus Attention (Responsible)

Self-Management (Responsible)

Social Awareness (Safe and Respectful)

Relationship Skills (Respectful and Kind)

ALLIED ARTS - QUARTER CLASSES

	Term			
	Q1	Q2 (Sem 1)	Q3	Q4 (Sem 2)

APPLIED ENGINEERING & TECH 5

Design - Eng. Design Process

Build - Eng. Design Process

Test & Improve - Eng. Design Process

APPLIED ENGINEERING & TECH LEARNER BEHAVIORS

Self-Management (Responsible)

ART 5

Create (plan): Generate original solutions through exploration and practice

Create (make): Experiments with different types of materials, tools, and techniques with refined craftsmanship

ALLIED ARTS - QUARTER CLASSES

	Term			
	Q1	Q2 (Sem 1)	Q3	Q4 (Sem 2)

Present (communicate): Develop, refine, and convey meaning through the production and presentation of artistic work

ART LEARNER BEHAVIORS

Focus Attention (Responsible)

FAMILY AND CONSUMER SCIENCE 5

Environment, Health and Safety

Communication and Collaboration

Decision Making

FAMILY AND CONSUMER SCIENCE LEARNER BEHAVIORS

Relationship Skills (Respectful and Kind)

HEALTH AND WELLNESS 5

Decision Making and Content Understanding

Health Influences

Interpersonal Communication

HEALTH AND WELLNESS LEARNER BEHAVIORS

Social Awareness (Safe and Respectful)

ALLIED ARTS - EVEN/ODD COURSES

	Term			
	Q1	Q2 (Sem 1)	Q3	Q4 (Sem 2)

CHORUS

Chorus 5 Progress

CHORUS LEARNER BEHAVIORS

Focus Attention (Responsible)

Self-Management (Responsible)

Social Awareness (Safe and Respectful)

Relationship Skills (Respectful and Kind)

FITNESS EDUCATION 5

Develops social skills through movement

Chooses to engage in physical activity