

Our Mission

In partnership with students, family and community,
we educate every student for the challenges of today
and the opportunities of tomorrow
through the continuous pursuit of excellence.

To the Parent or Guardian of
Student Name
123 Main Street
Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Work Habits	
Listens to and follows directions.	
Takes care of materials.	
Works independently.	
Completes tasks in a timely manner.	
Asks for help when needed.	
Exhibits eagerness and motivation as a learner.	
of 6 Standards have been learned to proficiency.	

Social Emotional Development	
1A.2a Describe a range of emotions and the situations that cause them.	
1A.2b Describe and demonstrate ways to express emotions in a socially acceptable way.	
1C.2a Describe steps in setting and working toward goal achievement.	
1C.2b Monitor progress on achieving short-term personal goal.	
2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.	
2A.2b Describe the expressed feelings and perspectives of others.	
2C.2a Describe approaches for making and keeping friends.	
2C.2b Explore ways to work effectively in groups.	
2D.2a Describe causes and consequences of conflicts.	
2D.2b Apply positive approaches in resolving conflicts.	
3A.2a Show the ability to respect the rights of self and others.	
3B.2a Identify and apply problem solving steps	
3C.2a Identify and perform roles that contribute to well-being of the school.	
of 13 Standards have been learned to proficiency.	

Classroom Teacher

Reading: Literature	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
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.	
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	
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.	
of 4 Standards have been learned to proficiency.	

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.	
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
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.	
of 4 Standards have been learned to proficiency.	

Reading: Foundational Skills	
RF.5.3A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
RF.5.4A Read grade-level text with purpose and understanding.	
RF.5.4B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
RF.5.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
of 4 Standards have been learned to proficiency.	

To the Parent or Guardian of
Student Name
123 Main Street
Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Writing	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
of 4 Standards have been learned to proficiency.	

Speaking and 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.	
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
of 2 Standards have been learned to proficiency.	

Language	
L.5.1A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
L.5.1B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
L.5.1C Use verb tense to convey various times, sequences, states, and conditions.	
L.5.1D Recognize and correct inappropriate shifts in verb tense.	
L.5.1E Use correlative conjunctions (e.g., either/or, neither/nor).	
L.5.2A Use punctuation to separate items in a series.	
L.5.2B Use a comma to separate an introductory element from the rest of the sentence.	
L.5.2C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	
L.5.2D Use underlining, quotation marks, or italics to indicate titles of works.	
L.5.2E Spell grade-appropriate words correctly, consulting references as needed.	
L.5.4A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
L.5.4B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
L.5.4C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.5.5A Interpret figurative language, including similes and metaphors, in context.	
L.5.5B Recognize and explain the meaning of common idioms, adages, and proverbs.	
L.5.5C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
of 16 Standards have been learned to proficiency.	

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Numbers in Base Ten	
5.NBT.1 Identify place value including decimals.	
5.NBT.2 Explain patterns of multiplication and division using powers of 10.	
5.NBT.3 Read, write and compare decimals to thousandths.	
5.NBT.4 Round decimals to any place.	
5.NBT.5 Fluently multiply multi-digit whole numbers.	
5.NBT.6 Solve, illustrate and explain the division of multi-digit whole numbers (up to four-digit dividends) by two digit divisors.	
5.NBT.7 Add and subtract decimals to hundredths using manipulatives and drawings.	
5.NBT.7 Multiply and divide decimals to hundredths using manipulatives and drawings.	
of 8 Standards have been learned to proficiency.	

Numbers in Fractions	
5.NF.1 Add and subtract fractions and mixed numbers with unlike denominators.	
5.NF.2 Solve word problems with addition and subtraction of fractions.	
5.NF.3 Interpret fractions as division of whole numbers using visual models.	
5.NF.4 Multiply fraction or whole number by a fraction.	
5.NF.5 Interpret multiplication as scaling/re-sizing.	
5.NF.6 Solve problems involving multiplication of fractions and mixed numbers.	
5.NF.7 Divide unit fractions by whole numbers and whole numbers by unit fractions.	
of 7 Standards have been learned to proficiency.	

Measurement and Data	
5.MD.3 Recognize volume as the measurement of solid figures.	
5.MD.4 Measure volume using unit cubes.	
5.MD.5 Solve problems with volume using multiplication and/or addition.	
of 3 Standards have been learned to proficiency.	

Classroom Teacher

Art					
Combine ideas to Envision an inventive idea for art-making.					
Experiment and develop skills in multiple techniques through focused, persistent practice.					
Create artist statements using art vocabulary to describe personal choices in art-making.					
Share personal opinions of a work of art and listen to how the opinions of others compare.					
of 4 Standards have been learned to proficiency.					

Classroom Teacher

Orchestra 5					

Classroom Teacher

Music 5					

Classroom Teacher

Physical Education - Health 5					

Classroom Teacher

Science 5					

Classroom Teacher

Keyboarding 5					

Classroom Teacher

Social Studies 5					

Classroom Teacher

Rti 5					

ATTENDANCE:	1	2	3	4	Total
Absences	0.0	0.0	0.0	0.0	0.0
Tardies	1.0	0.0	0.0	0.0	1.0
Average Daily Attendance Rate					100.00 %

Interpreting your child's report card:

In our efforts to ensure grades have more meaning, Freeport School District is transitioning from a traditional reporting system based on letter grades to a standards-based reporting system that articulates clearly what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/Language Arts and math expectations or student learner outcomes, which are based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

- 4 Exceeds -- Documented evidence student consistently applies the attained content, concepts and skills to complex problems and novel situations
- 3 Proficient -- Documented evidence student attained expected content, concepts and skills
- 2 Progressing -- Documented evidence student is moving toward attaining content, concepts and skills
- 1 Needs to Improve -- Little to no progress toward attaining content, concepts and skills

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.