FSD145
Freeport School District

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.				

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 Identity 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.				

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.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.				
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.				

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.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.				
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.				
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.				
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				

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Reading: Foundational Skills

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.				

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.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.				
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.				

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.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.				

Language

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				

Classroom Teacher

Operations and Algebraic Thinking

3.OA.7 Knows multiplication facts through 10 × 10, and can easily solve related division facts through 100 ÷ 10.				

5.OA.1 Writes and evaluates numerical expressions with parentheses. Understands that parentheses indicate the order in which operations are to be carried out.				
5.OA.2 Writes expressions to record calculations; interprets expressions without evaluating them.				
5.OA.3 Generates two number patterns given two different rules, and graphs both of them.				

Numbers in Base Ten

5.NBT.1 Understands that in a multi-digit number such as 4,587,934 each digit represents 10 times what it represents in the place to its right, and one-tenth what it represents in the place to its left.				
5.NBT.2 Explains patterns in the number of zeros in the answer when multiplying by powers of 10				
5.NBT.2 Explains patterns in the placement of the decimal point when multiplying or dividing by powers of 10.				
5.NBT.3a Reads and writes decimals to thousandths using numbers, words, and expanded notation.				
5.NBT.3b Compares pairs of decimal numbers and uses >, =, and < symbols to record the comparisons.				
3.NBT.4 Rounds decimals to the nearest ten, one, tenth, or hundredth.				
5.NBT.5 Uses the standard algorithm to multiply multi-digit whole numbers.				
5.NBT.6 Uses models and strategies to divide 2- and 3-digit numbers by 2-digit numbers, with and without remainders.				
5.NBT.6 Uses models and strategies to divide 2-, 3-, or 4-digit numbers by 2-digit numbers, with and without remainders.				
5.NBT.7 Uses models and strategies to add and subtract decimals to hundredths.				
5.NBT.7 Uses models and strategies to multiply and divide decimals to hundredths.				

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Numbers in Fractions

5.NF.1 Adds and subtracts fractions with unlike denominators.				
5.NF.2 Estimates the answers to story problems that involve adding and subtracting fractions with unlike denominators, solves the problems, and assesses the reasonableness of answers.				
5.NF.3 Understands that a fraction such as 1/2 means 1 ÷ 2 and is actually the answer to the division combination, because 1 divided by 2 is 1/2.				
5.NF.4a Uses models and strategies to multiply a whole number by a fraction.				
5.NF.4a Multiplies a whole number by a fraction, e.g., 36 × 1/4 = 9.				
5.NF.4b Multiplies fractional side lengths to find areas of rectangles, and represents fraction by fraction multiplication as rectangular areas.				
5.NF.5b Can explain why a given number multiplied by a fraction less than 1 (e.g., 4 × 2/5) results in a product smaller than the given number, and why a given number multiplied by a fraction greater than 1.				
5.NF.6 Solves story problems involving multiplication of fractions and mixed numbers.				
5.NF.7a Uses models and strategies to divide a unit fraction by a whole number.				
5.NF.7b Uses models and strategies to divide a whole number by a unit fraction.				
5.NF.7c Solves story problems that involve dividing a unit fraction by a whole number and vice versa.				

Measurement and Data

5.MD.1 Converts among different-sized measurement units within a given measurement system and solves related word problems.				
5.MD.2 Makes a line plot to a data set of measurements in fractions of a unit (1/2, 1/4, 1/8), and solves related problems.				
5.MD.5a Finds the volume of a rectangular prism by packing it with unit cubes, and shows that the result is the same as would be found by multiplying the length times the width times the height of the prism.				
5.MD.5b Uses the formulas V = l × w × h and V = b × h to find the volume of rectangular prisms.				
5.MD.3a Understands that volume has to do with the amount of space taken up by a three-dimensional object, and is measured in cubic units.				
5.MD.3b Understands that a solid figure, such as a rectangular prism, which can be packed using n unit cubes has a volume of n cubic units.				
5.MD.4 Measures the volume of a solid figure by counting the cubes it takes to fill it, with no gaps or overlaps.				

5.MD.5c Finds the volume of a solid figure composed of two or more non-overlapping rectangular prisms by calculating the volume of each prism and adding the results.				

Geometry

5.G 1 Locates a point on a coordinate plane based on its ordered pair of coordinates. Identifies the coordinates of a given point in a coordinate plane.				
5.G.2 Graphs points in the first quadrant of the coordinate plane to represent a problem. Describes the meaning of the values of coordinate points based on the context of a problem.				
5.G.3 Understands that the attributes of a category of two-dimensional shapes belong to all the subcategories of that category.				
5.G.4 Classifies two-dimensional shapes on the basis of their properties.				

Classroom Teacher	Q1	Q2	Q3	Q4
Physical Education - Health 5				
Classroom Teacher	Q1	Q2	Q3	Q4
Science 5				
Classroom Teacher	Q1	Q2	Q3	Q4
Computers 05				
Classroom Teacher	Q1	Q2	Q3	Q4
Spanish 5				
Classroom Teacher	Q1	Q2	Q3	Q4
Social Studies 5				
Classroom Teacher	Q1	Q2	Q3	Q4
Stem 5				

ATTENDANCE:	1	2	3	4	Total
Absences	0.0	0.0	0.0	0.0	0.0
Tardies	3.0	0.0	0.0	0.0	3.0
Average Daily Attendance Rate					**100.00 %**

GENERAL COMMENTS

1st QUARTER COMMENTS:

2nd QUARTER COMMENTS:

3rd QUARTER COMMENTS:

4th QUARTER COMMENTS:

Interpreting your child's report card:

In our efforts to make grades meaningful, Freeport School District uses astandards-based reporting system that describes 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, 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.