

School:	Principal	Teacher Name:										
Student ID:	Student Name:	Homeroom:										
<b>EXPLANATION OF GRADING SYSTEM</b>		<b>RUBRIC SCORING</b>	<b>STAR ASSESSMENT SCALE SCORE</b>									
A - Superior Achievement (90 – 100)	I - Incomplete	4 = Exceeds standards	<b>EARLY LITERACY</b>		<b>FALL-469</b>	<b>WINTER-516</b>	<b>SPRING-574</b>	<b>PARCC ASSESSMENT</b>				
B - Good Achievement (80 – 89)	NG - Not Graded	3 = Achieves standards										
C - Satisfactory Achievement (70 – 79)		2 = Approaching standards	<b>MATH</b>		<b>FALL-758</b>	<b>WINTER-771</b>	<b>SPRING-785</b>					
D - Below Expected Achievement (60 – 69)	LB - Language Barrier	1 = Needs Support										
F - Failure to achieve minimum performance (50 – 59)	P - Pass	N/A = Not assessed at this time										
		<b>M P 1</b>	<b>M P 2</b>	<b>M P 3</b>	<b>M P 4</b>	<b>Final Grade</b>		<b>M P 1</b>	<b>M P 2</b>	<b>M P 3</b>	<b>M P 4</b>	<b>Final Grade</b>
<b>LANGUAGE ARTS/LITERACY</b>						<b>MATHEMATICS</b>						
<b>Reading</b>						<b>1 - Writes and interprets numerical expressions.</b>						
1 - Reads grade level text accurately and fluently (easy, smooth, automatic) to support comprehension.						2 - Analyzes patterns and relationships.						
2 - Reads and comprehends grade level text and uses reading strategies (e.g. ask questions, visualize, and make connect.						3 - Understands the place value system.						
3 - Reads with literal comprehension (central message, key details, main idea, summarize story elements).						4 - Performs operations with multi-digit whole numbers and with decimals to hundredths.						
4 - Reads with inferential comprehension (compare and contrast, theme, inference, point of view).						5 - Uses equivalent fractions as a strategy to add and subtract fractions.						
5 - Writing in response to reading includes supportive evidence from the text.						6 - Applies and extends previous understandings of multiplication and division.						
<b>Writing</b>						7 - Converts like measurement units within a given measurement system.						
1 - Writes opinion, explanatory/informative, and narrative piece with organization, focus, & clarity.						8 - Represent and interpret data.						
2 - Uses writing processes effectively						9 - Understands concepts of volume.						
3 - Applies grade-appropriate mechanics, grammar, and spelling patterns.						10 - Graphs points on the coordinate plane to solve real-world and mathematical problems.						
4 - Produces short research projects on topics; takes notes on sources, sorts' information into provided categories. (Classroom and library participation)						11 - Classifies two-dimensional figures into categories based on their properties.						
5 - Applies handwriting skills to write legibly.						<b>TECHNOLOGY</b>						
<b>Speaking and Listening</b>						1 - Uses word processing/proper keyboarding techniques to aid in specific tasks						
1 - Participates and follows rules for discussions, stays on topic, and makes connections with others.						2 - Uses the Internet as a resource for information						
2 - Demonstrates listening skills for information and understanding.						3 - Uses databases to aid in completing specific tasks						
3 - Clearly presents knowledge and ideas.						4 - Uses spreadsheets to aid in completing specific tasks						
<b>SCIENCE</b>						<b>SOCIAL STUDIES</b>						
1 - Determines the volume of common objects using water displacement methods.						1 - Examines Westward Expansion and Manifest Destiny in early United States history.						
2 - Calculates the density of objects or substances after determining volume and mass.						2 - Uses critical thinking skills to interpret events, recognize bias, point of view, and context.						
3 - Demonstrates and explains the frictional force acting on an object with the use of a physical model.						3 - Analyze the major events, issues, and personalities of the American Civil War and Reconstruction Era.						
4 - Determines the identity of an unknown substance using data about intrinsic properties.						4 - Evaluate key events, people, and groups associated with industrialism.						
5 - Compares and contrasts the major physical characteristics (including size and scale) of solar system objects using evidence in the form of data tables and photographs.						<b>MUSIC</b>						
6 - Distinguishes between inherited and acquired traits/characteristics.						1 - Identifies the elements of music in response to aural prompts and printed music notational systems.						
<b>PHYSICAL EDUCATION/HEALTH</b>						2 - Sings or plays music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.						
1 - Discusses the physical, social, emotional, and intellectual dimensions of wellness.						3 - Demonstrates the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiates basic structures.						
2 - Describes the signs and symptoms of a substance abuse problem and the statistics that lead to dependency/addiction.						<b>ART</b>						
3 - Demonstrates effective decision making in health and safety situations.						1 - Identifies elements of art and principles of design that are evident in everyday life.						
4 - Demonstrates developmentally appropriate form when using movement skills in applied settings.						2 - Compares and contrasts works of art in various mediums that use the same art elements and principles of design.						
5 - Discusses fertilization, embryonic development, and fetal development.						3 - Works individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.						
6 - Engages in moderate to vigorous forms of physical activity that address each component of fitness.												

**1<sup>st</sup> MARKING PERIOD**

<i>Teacher Name</i>	<i>Subject Area</i>	<i>Comment</i>

**2<sup>nd</sup> MARKING PERIOD**

<i>Teacher Name</i>	<i>Subject Area</i>	<i>Comment</i>

**3<sup>rd</sup> MARKING PERIOD**

<i>Teacher Name</i>	<i>Subject Area</i>	<i>Comment</i>

**4<sup>th</sup> MARKING PERIOD**

<i>Teacher Name</i>	<i>Subject Area</i>	<i>Comment</i>

**ATTENDANCE**

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Absent</b>										
<b>Tardy</b>										

**PARENT FEEDBACK** (Use this space to write to your child's teachers) \_\_\_\_\_  
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**PARENT SIGNATURE:** \_\_\_\_\_

