



**FRAMINGHAM PUBLIC SCHOOLS**

**Elementary Report Card**

School: [REDACTED]  
 Date: January 13, 2016  
 Teacher: [REDACTED]

Student: [REDACTED]  
 LASID: 1[REDACTED]  
 Grade: 05

Attendance	Term 1	Term 2
Absent	3	
Tardy	0	
Early	0	

Approaches to Learning and Effort Indicators

- 4 - Student demonstrates skill/effort **consistently**
- 3 - Student demonstrates skill/effort **most** of the time
- 2 - Student demonstrates skill/effort **some** of the time
- 1 - Student requires on-going intervention
- X - Standard not addressed at this time

Academic Performance Skills Indicators

- M** - Indicates that the student consistently and independently demonstrates **mastery of/proficiency** in the grade level standard
- P** - Indicates that the student is **progressing** toward consistent and independent mastery of/proficiency in the grade level standard
- B** - Indicates that the student is **beginning** to progress toward the grade level standard with additional time and support
- N** - Indicates that the student is **not yet demonstrating** progress toward the grade level standard
- X** - Standard not addressed at this time

PERSONAL AND SOCIAL GROWTH	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Works cooperatively in group settings		
Accepts responsibility for choices and behavior		
Interacts effectively with adults		
Interacts effectively with peers		
Adjusts to transitions and changes in routines		
Demonstrates responsibility for school and personal materials		
Exercises self-control in structured settings		
Exercises self-control in unstructured settings		
Self-advocates effectively		
Approaches to Learning	Term 1	Term 2
Demonstrates initiative; takes appropriate learning risks		
Listens attentively		
Works independently; makes effective use of time		
Participates effectively in class		
Follows directions		
Completes classroom assignments accurately and on time		
Completes homework assignments fully and on time		
Shows evidence of sustained effort		
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**LITERACY** Performance Indicators

Reading Literature & Informational Text	Term 1	Term 2
Summarizes important ideas and key details in a text		
Makes logical inferences through critical reading and thinking using explicit information from a text		
Demonstrates an understanding of multiple text structures		
Integrates information from multiple sources to support conclusions		
Reads and comprehends a variety of genres		
Reads grade-level texts with purpose and understanding		
Reading Foundational Skills	Term 1	Term 2
Knows and applies grade-level phonics and word analysis skills		
Reads grade-level fictional and informational text with sufficient accuracy and fluency to support comprehension		
Writing	Term 1	Term 2
Writes opinion pieces supporting a point of view with reasons and information		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly		
Writes narratives to develop real or imagined experiences and events using descriptive details and clear event sequences		
Writes routinely and habitually to exhibit stamina		
Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience		
Plans, drafts, revises, and edits to produce clear and coherent writing		
Speaking and Listening	Term 1	Term 2
Engages effectively in a range of discussions		
Summarizes ideas, experiences, and information from diverse sources		

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**Student:** Fake, Fake NMN

<b>Speaking and Listening</b>	<b>Term 1</b>	<b>Term 2</b>
Presents information and opinions, sequences ideas logically, and uses facts and details		
<b>Language</b>	<b>Term 1</b>	<b>Term 2</b>
Uses knowledge of standard grammar when writing or speaking (e.g., verb tenses, prepositions)		
Demonstrates command of the conventions of standard punctuation (e.g., commas, italics, quotations marks)		
Determines or clarifies the meaning of unknown words and phrases		
Spells patterned and studied words correctly		
Acquires and uses academic and content specific vocabulary		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Reading		
Puts forth best effort in Writing		

<b>MATHEMATICS</b>	<b>Performance Indicators</b>	
<b>PRACTICE STANDARDS</b>	<b>Term 1</b>	<b>Term 2</b>
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
<b>CONTENT STANDARDS</b>	<b>Term 1</b>	<b>Term 2</b>
<b>Operations and Algebraic Thinking</b>	<b>Term 1</b>	<b>Term 2</b>
Writes, interprets, and evaluates numerical expressions using all four operations and parentheses		
Uses patterns and rules to describe the relationship between terms		
<b>Numbers and Operations in Base-Ten</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates an understanding of the place value system for multi-digit whole numbers and decimals to the thousandths		
Reads, writes, compares, and rounds decimals		
Multiplies multi-digit whole numbers fluently		
Divides four-digit dividends by two-digit divisors, using various strategies		
Adds, subtracts, multiplies, and divides decimals to the hundredths using various strategies		
<b>Numbers and Operations - Fractions</b>	<b>Term 1</b>	<b>Term 2</b>
Adds and subtracts fractions with unlike denominators		

Solves word problems involving addition and subtraction of fractions		
Solves word problems involving division of whole numbers leading to answer in the form of fractions or mixed numbers		
Multiplies a fraction and a whole number by a fraction		
Solve word problems involving multiplication of fractions and mixed numbers		
Divides fractions by whole numbers and whole numbers by fractions		
Solves word problems involving division of fractions		
<b>The Number System</b>	<b>Term 1</b>	<b>Term 2</b>
Uses positive and negative integers to describe quantities such as temperature above/below zero, elevation above/below sea level, or credit/debit		
<b>Measurement and Data</b>	<b>Term 1</b>	<b>Term 2</b>
Converts like measurement units within a given measurement system and uses these conversions in solving multi-step, real-world problems		
Represents and interprets data using line plots		
Demonstrates an understanding of volume and uses formulas to find volumes of rectangular prisms		
<b>Geometry</b>	<b>Term 1</b>	<b>Term 2</b>
Graphs points on the coordinate plane to solve real-world and mathematical problems		
Classifies two-dimensional figures into categories in a hierarchy based on their properties		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Mathematics		

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<b>SOCIAL STUDIES</b>	<b>Performance Indicators</b>	
<b>Social Studies Practices</b>	<b>Term 1</b>	<b>Term 2</b>
Asks pertinent questions about the content		
Gathers information from a variety of sources		
Makes reasonable hypotheses and draws conclusions from information		
Contributes to class discussions		
Reads and represents information on maps, globes, charts, graphs and timelines		
Demonstrates learning through discussion, drawing, writing, or projects		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Social Studies		

<b>SCIENCE</b>	<b>Performance Indicators</b>	
<b>Scientific Practices</b>	<b>Term 1</b>	<b>Term 2</b>
Asks questions and defines problems		
Develops and uses models		
Plans and carries out investigations		
Analyzes and interprets data		
Uses mathematics and computational thinking		
Constructs explanations and designs solutions		
Engages in argument from evidence		
Obtains, evaluates, and communicates information		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Science		

<b>PHYSICAL EDUCATION</b>	<b>Performance Indicators</b>	
<b>Pro Social Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates respect towards teachers and classmates, self control of body, voice, and personal space.		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates age-appropriate movement/motor concepts and manipulative skills		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates sportsmanship and participates fully and cooperatively		

<b>ART</b>	<b>Performance Indicators</b>	
<b>Personal and Social Growth</b>	<b>Term 1</b>	<b>Term 2</b>
Exhibits appropriate classroom behavior		
Contributes respectfully		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Art		

<b>MUSIC</b>	<b>Performance Indicators</b>	
<b>Personal and Social Growth</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates self-control of body, voice, and personal space		
Contributes respectfully		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Creates rhythm and melodic patterns alone and with others		
Maintains independence while singing and playing instruments		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Music		

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<b>HEALTH</b>	<b>Performance Indicators</b>	
<b>Personal and Social Growth</b>	<b>Term 1</b>	<b>Term 2</b>
Contributes productively to classroom discussions		
Exhibits safe and respectful classroom behavior		
Contributes respectfully		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates age-appropriate understanding of health concept		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Health		

**FRAMINGHAM PUBLIC SCHOOLS  
COMMENT SHEET  
2015-2016**

**Student:** Fake, Fake NMN

**School:** Office of Technology

**Teacher:** Arms, M

**Date:** January 13, 2016

**Boxes with the denotation of “X” indicate that the standard has not yet been formally assessed. This mark is a result of ongoing upgrades within the district curricula and the introduction of the new standards-based report card. This “X” in no way reflects your child’s performance for the current school year.**

**Semester 1:**

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**Teacher Signature**