

# Richmond Friends School Fifth Grade Evaluation

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Academic School Year 2007-2008

Days Tardy \_\_\_\_\_

Days Absent \_\_\_\_\_

## Language Arts

Consistently

Usually

Developing  
Skills

Support  
Required

Applicable  
Not

Comments

<b><i>Listening and Speaking</i></b>						
* Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.						
* Ask questions that seek information not already discussed.						
* Select a focus, organizational structure, and point of view for an oral presentation.						
* Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations.						
* Read prose and poetry aloud with fluency, rhythm, and timing.						
<b><i>Handwriting</i></b>						
* Write smoothly and legibly in cursive, forming letters and words that can be read by others.						
* Leave adequate space between letters and between words.						
* Write legibly in printing.						
<b><i>Reading</i></b>						
* Understand and explain frequently used synonyms and						

antonyms.						
* Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.						

Consistently  
 Usually  
 Developing Skills  
 Support Required  
 Applicable  
 Not

Comments

* Distinguish among facts and opinions in text.						
* Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction.						
* Identify the main problem or conflict of the plot and explain how it is resolved.						
* Understand that <i>theme</i> refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.						
* Compare and contrast information on the same topic after reading about it.						
<b>Writing</b>						
* Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.						
* Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.						
* Write informational pieces with multiple paragraphs that: present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; offer a concluding paragraph that summarizes important ideas and details.						
* Use note-taking skills.						
* Create simple documents using a computer and employing organizational						

features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.						
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	Consistently	Usually	Developing Skills	Support Required	Not Applicable	Comments
* Use a thesaurus to identify alternative word choices and meanings.						
* Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.						
* Write narratives (stories) that: establish a plot, point of view, setting, and conflict; show, rather than tell, the events of the story.						
* Write research reports about important ideas, issues, or events by using the following guidelines: frame questions that direct the investigation; establish a main idea or topic; develop the topic with simple facts, details, examples, and explanations; use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report.						
* Write persuasive letters or compositions that: state a clear position in support of a proposal; support a position with relevant evidence and effective emotional appeals; follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last; address reader concerns.						
* Use varied word choices to						

make writing interesting.						
* Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.						
* Use transitions ( <i>however, therefore, on the other hand</i> ) and conjunctions ( <i>and, or, but</i> ) to connect ideas.						
* Use correct capitalization.						

## Mathematics

Consistently

Usually

Developing Skills

Support Required

Applicable Not

Comments

	Consistently	Usually	Developing Skills	Support Required	Applicable Not	Comments
<b><i>Number Sense</i></b>						
* Convert between numbers in words and numbers in figures, for numbers up to millions and decimals to thousandths.						
* Round whole numbers and decimals to any place value.						
* Arrange in numerical order and compare whole numbers or decimals to two decimal places by using the symbols for less than (<), equals (=), and greater than (>).						
* Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value.						
<b><i>Computation</i></b>						
* Solve problems involving multiplication and division of any whole numbers.						
* Add and subtract fractions (including mixed numbers) with different denominators.						
* Multiply and divide fractions to solve problems.						
* Add and subtract decimals.						
<b><i>Algebra</i></b>						
* Use a variable to represent an unknown number.						

* Identify and graph ordered pairs of positive numbers.						
	Consistently	Usually	Developing Skills	Support Required	Not Applicable	Comments
Find ordered pairs (positive numbers only) that fit a linear equation, graph the ordered pairs, and draw the line they determine.						
<b>Geometry</b>						
* Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, triangles, and circles.						
* Identify, describe, draw, and classify triangles as equilateral, isosceles, scalene, right, acute, obtuse, and equiangular.						
* Identify congruent triangles and justify your decisions by referring to sides and angles.						
* Identify and draw the radius and diameter of a circle and understand the relationship between the radius and diameter.						
* Understand that $90^\circ$ , $180^\circ$ , $270^\circ$ , and $360^\circ$ are associated with quarter, half, three-quarters, and full turns, respectively.						
* Use formulas for the areas of rectangles and triangles to find the area of complex shapes by dividing them into basic shapes.						
<b>Measurement</b>						
* Solve problems involving perimeters and areas of rectangles, triangles, parallelograms, and trapezoids, using appropriate units.						
* Compare temperatures in Celsius and Fahrenheit, knowing that the freezing point of water is $0^\circ\text{C}$ and $32^\circ\text{F}$ and						

that the boiling point is 100 °C and 212 °F.						
* Add and subtract with money in decimal notation.						
<b><i>Problem Solving</i></b>						
* Find the mean, median, mode, and range of a set of data and describe what each does and does not tell about the data set.						
* Decide when and how to break a problem into simpler parts.						
* Apply strategies and results from simpler problems to solve more complex problems.						
* Decide whether a solution is reasonable in the context of the original situation.						

**Science**

Consistently  
 Usually  
 Developing Skills  
 Support Required  
 Applicable  
 Not

**Comments**

* Begin to evaluate the validity of claims based on the amount and quality of the evidence cited.						
* Explain how the solution to one problem, such as the use of pesticides in agriculture or the use of dumps for waste disposal, may create other problems.						
* Use appropriate fractions and decimals when solving problems.						
* Write instructions that others can follow in carrying out a procedure.						
* Read and follow step-by-step instructions when learning new procedures.						
* Demonstrate that things on or near Earth are pulled toward it by Earth's gravity.						

* Investigate, observe, and describe that heating and cooling cause changes in the properties of materials, such as water turning into steam by boiling and water turning into ice by freezing.						
* Investigate and describe that changes in speed or direction of motion of an object are caused by forces. Understand that the greater the force, the greater the change in motion and the more massive an object, the less effect a given force will have.						

## Social Studies

Consistently

Usually

Developing Skills

Support Required

Applicable Not

Comments

* Give examples of early cultures and settlements that existed in North America prior to contact with Europeans.						
* Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.						
* Locate the thirteen British colonies that became the United States.						
* Describe the three branches of the United States government, their functions, and relationships.						
* Name and locate states, major cities, major regions, major rivers and mountain ranges in the United States.						
* Identify and give examples of individual rights in the Bill of Rights.						

* Interpret historical maps and create maps of the United States in different historical periods using map elements, such as title, legend, and directional indicator.						
* Identify the elements of a personal budget and explain why personal spending and saving decisions are important.						
* Describe basic needs that individuals have in order to survive, such as the need for food, water, shelter, and safety.						
* Read accounts of how scientific and technological innovations have affected the way people have lived in the United States, and make predictions about how future scientific and technological developments may change how we live.						

**Arts**

Consistently

Usually

Developing Skills

Support Required

Applicable Not

Comments

	Consistently	Usually	Developing Skills	Support Required	Applicable Not	Comments
<b><i>Fine Arts</i></b>						
* Participate in art activities.						
* Identify and incorporate artistic principles, such as repetition, symmetry, and contrast in artwork.						
* Explore new media.						
<b><i>Music</i></b>						
* Participate in singing activities.						
* Identify and use musical terminology, such as pitch, dynamics, and tempo when discussing music.						

## Physical Development and Education

	Consistently	Usually	Developing Skills	Support Required	Not Applicable	Comments
<b><i>Small and Large Muscle Control</i></b>						
* Throw and catch balls.						
* Run and jump.						
* Hop and skip.						
* Hand-eye coordination.						
* Coordination and balance.						
<b><i>Physical Education</i></b>						
* Follow rules in game play.						
* Explain why physical activity leads to better health.						
* Choose appropriate physical activities to promote muscle conditioning and exercise.						

## Social/Emotional Development

	Consistently	Usually	Developing Skills	Support Required	Not Applicable	Comments
* Accept responsibility for own actions.						
* Observe rules of classroom.						
* Listen to others in discussions.						
* Participate cooperatively in activities.						
* Respect the need to keep self/others safe.						
* Interact responsibly with others.						
* Express thoughts and feelings appropriately.						
* Take satisfaction in accomplishments.						
* Respect the right of others to work undisturbed.						

## Work Habits

Consistently

Usually

Developing  
Skills

Support  
Required

Not  
Applicable

Comments

* Attention span adequate for good comprehension.						
* Assume responsibility for completion of class work.						
* Seek help when it is realistically needed.						
* Work well independently.						
* Work well with others.						
* Follow directions.						
* Use time constructively.						
* Show personal investment in work.						