

Overview

What is a Standards-Based Progress Report (SBPR), and why is it used?

An SBPR gives you information about how your child is progressing toward meeting the Colorado State Standards during the course of the school year. Standards specify what all students should know and be able to do.

- Your child's performance is measured against the standard, rather than simply being compared to other students in his or her class.
- It gives every child in every school the opportunity to meet or exceed state standards.
- It gives you, the parent or guardian, a more detailed and honest assessment of how your child is progressing academically.

What do 4, 3, 2, and 1 mean? How do they compare to A, B, C, and D?

There is no comparison to A, B, C, and D.

- The numbers indicate whether students are "on track" toward meeting the year-end standard.
- A 3 the first trimester does NOT mean that students have reached the goal of proficiency; rather, their progress is meeting expectations for the trimester, and, if students remain on that path, they should reach proficiency (the goal) by the end of the year.
- Final grade-level proficiency can only be determined at the end of the year.

Students receive 3s on trimester progress reports when they are well on their way to meeting the standard.

If they do not receive 3s, they may receive one of the following.

- Students receive 2s if they have made some progress but are not quite on track to reach the standard by the end of the year. Some intervention may be necessary.
- Students receive 1s if they will definitely require extra support and intervention to achieve the standard.
- Students may receive 4s if they are far ahead of where they are expected to be at that point in time relative to the standards.

What do advanced, proficient, partially proficient, and unsatisfactory mean for end-of-year achievement?

Assuming the state standard is the goal:

- **Advanced** means they have consistently exceeded the grade-level goal.
- **Proficient** means they have consistently demonstrated the grade-level goal.
- **Partially Proficient** means they are working towards the grade-level expectation, but they have not been able to consistently demonstrate the grade-level goal.
- **Unsatisfactory** means they consistently do not demonstrate grade-level expectations and therefore will require extra support and intervention to reach the goal.

Following are the standards established by the State of Colorado. The goal is for all students to meet these standards by the end of their fifth-grade year.

Literacy Goals

As students pursue literacy goals throughout their fifth grade year, they will become increasingly independent in their reading, while being challenged by more difficult text.

Reading

Students read and understand a variety of materials. Students use various reading strategies with increasing independence on increasingly difficult text as the year progresses.

- **Suggestions:** *Ensure that your child is reading at a level they can read fluently and easily. Help your child by reading and discussing books together. Ask your child to summarize what he/she has read and compare and contrast his/her book with others.*

Students apply thinking skills to their reading, writing, speaking, listening and viewing. Students think about what the author is trying to say and communicate those thoughts in their own writing. Students understand that an author's point of view may influence the message. Students draw and support conclusions with details from things they read, hear, and view.

- **Suggestions:** *Read newspaper articles or editorials together and ask your child what he/she thinks about the issues. Have him/her explain the reasons for taking a position.*

Students read to locate, select, and use relevant information from a variety of media, references, and technological sources. Students know where to look and how to access information, such as searching the Internet. They focus on what is important to their chosen topics. Students compare and credit different sources.

- **Suggestions:** *Work with your child to use the Internet to search for information. Computers are available at the library, and the librarian can help your child get started. Read the information online and discuss the quality of the information and its important points.*

Students read and recognize literature as a record of human experience.

Students read, listen to, discuss, and compare a variety of literature representing different cultures. They figure out main characters, communicate the main story line, and summarize the story, focusing on main ideas.

- **Suggestions:** *Encourage your child to expand his/her reading to include books representing a variety of perspectives. Discuss similarities and differences among the books and ways in which those stories reflect different cultures and ethnic groups.*

Writing

Students write and speak for a variety of purposes and audiences. Students write letters, stories, nonfiction reports, and directions. They organize their writing with an introduction, middle, and end. Their writing has details and examples to develop the main idea and demonstrates correct punctuation and spelling.

- **Suggestions:** *Write with your child or encourage your child to write independently for a variety of purposes and audiences (e-mail messages, notes, cards, letters, and other fun writing opportunities, such as keeping a writing log or writing a story, play, or comic book to share with friends and family).*

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. Students recognize correct grammatical sentence structure, punctuation, and capitalization.

- **Suggestions:** *Write letters, lists, and notes for and with your child. Let him/her see how writing is used in everyday life.*

Social Science Goals

History: The emphasis is on American History, from Native Americans to the writing of the Constitution. Students gain an understanding of changes in American society, government, economics, technology, religion, and philosophy. They study issues from multiple perspectives.

- **Suggestions:** *Look for educational programs centered on this time period. These programs are often shown on the History Channel, the Discovery Channel, and PBS. Discuss them with your child. Encourage your child to read historical fiction. Visit local exhibits focused on early America.*

Civics: The emphasis is on the United States Constitution. Students understand the structure and purpose of governments. They understand how individual citizens can positively impact a society by adhering to decisions made by elected officials.

- **Suggestions:** *Use your own life to show your child how you are involved in government duties and policies, such as serving on a jury, voting, or attending public meetings. Make connections to your child's life by having him/her select a relevant newspaper article and discuss the pros and cons of issues presented; he/she can discuss issues of immigration and freedom of religion or speech. Have your child figure out what he/she can do to solve a real-life problem and have him/her follow through. Examples might be to help your apartment complex start recycling or to help get graffiti removed from the neighborhood.*

Mathematics Goals

Students' mathematical understanding will be assessed each trimester based **only on the units taught in that trimester**. At the end of the fifth-grade year, an overall view of the students' progress and mastery of standards will determine the level of proficiency attained. By the end of the fifth-grade year, students should have met the following goals.

Number Sense: Students recognize place value in numerals for whole numbers and decimals. They express numbers in scientific notation and find factors of numbers. They compare properties of prime and composite numbers.

- **Suggestions:** *Help your child estimate and calculate costs while shopping. Have your child estimate, calculate percents of discounts, make recipe adjustments, calculate driving time, and compute gas mileage or bus fares.*

Algebraic Thinking: Students explore number patterns and create number models. They determine divisibility of whole numbers and square and unsquare numbers. Students explore variables in formulas and apply formulas to geometric figures.

- **Suggestions:** *Let your child explore patterns of store set-ups, bus schedules, timelines, and schedules.*

Data and Probability: Students collect, organize, and analyze data (information) using bar graphs, line graphs, circle graphs, and stem-and-leaf plots.

- **Suggestions:** *Have your child look for uses of data and graphical displays in magazines, newspapers, or on television. Discuss these displays and look for deceptive strategies. Other activities can include games of chance and probability. Look at lottery chances and discuss realistic outcomes.*

Geometry: Students investigate angles and rotations. They calculate area and volume. They are introduced to relationships of two- and three-dimensional figures. They explore transformation and draw to scale.

- **Suggestions:** *Have your child work with different puzzles. Draw several circles and ask your child to find the radius, diameter, and circumference of each. Cut out the circles and make a design. Have your child calculate volume and area when shoveling snow from the walks.*

Measurement: Students use linear, area, capacity, and personal reference measurements.

- **Suggestions:** *Have your child measure his/her room as if for repainting, getting new carpeting, hanging new curtains, or getting a new bedspread. Have him/her plan a garden and determine fencing needs and planting space.*

Computation: Students extend their whole-number facts with addition, subtraction, multiplication, and division to fractions and decimals. They evaluate symbolic expressions.

- **Suggestions:** *Encourage your child to use paper and pencil and/or a calculator to solve real-life computations such as cost per unit when purchasing items individually, as opposed to bulk. Have your child calculate the cost of gas for an upcoming trip or calculate change to be returned from a purchase. Give your child the information, but let him/her set up the problems. Allow your child to make mistakes and help him/her to work through the problem.*

Science Goals

Inquiry: Students use their senses and tools to observe and collect information about the heat and changes in materials, weather systems, and human systems. Students learn to ask questions, investigate to find answers, compare observations, and communicate their ideas with increasing skill and accuracy.

- **Suggestions:** *Have your child come up with questions he/she has about the weather or changes that happen when an object is heated. Don't always answer all your child's questions. Ask what he/she thinks and work together to find out answer. You and your child can propose possible answers, test them, and check them by using reference books and the Internet or by asking someone who is likely to know the correct answers.*

Physical Science: Students explore solids, liquids, and gases by investigating water as it freezes, melts, evaporates, and condenses. Students know that heat transfers from one object to another and that this transfer can cause a change.

- **Suggestions:** *Ask your child to tell you what happens when ice cream melts. Consider making ice cream by putting milk and sugar in a small baggie and putting that baggie in a larger baggie that has ice and salt. Squish the bags until the mixture in the smaller baggie thickens. Open the smaller baggie and eat.*

Earth and Space Science: Students investigate weather by exploring the atmosphere and the interactions that result in weather. They begin by exploring the angle of sunlight that hits the Earth's surface and noticing that some areas are heated more than others. Students identify and describe weather patterns that occur from uneven heating and examine differences in weather conditions around the world.

- **Suggestions:** *Watch a local weather report or read the weather section of the newspaper. Find out where our weather comes from and how the Rocky Mountains impact Denver's weather.*

Life Science: Students investigate three systems of the body connected with physical fitness—the cardiovascular system, the respiratory system, and the musculoskeletal system. They explore how those systems change as people exercise and become more fit. They apply what they learn about exercise and nutrition by developing personal fitness and healthy food plans.

- **Suggestions:** *Model good exercise and eating habits and encourage participation in physical activities, such as riding bikes and going to the playground. Encourage your child to ask his/her doctor about his/her heart rate and blood pressure.*

The Nature of Science: Students learn to use descriptions and data to draw conclusions. They use evidence to support their ideas. Students learn to keep investigations fair by changing one variable and watching what happens.

- **Suggestions:** *Ask your child why he/she thinks the way he/she does when making statements about the natural world. Challenge your child to use evidence to back up his/her opinion rather than only stating an opinion.*

English Language Development

If your student is identified as an English language learner, you will find an English Language Development (ELD) section in the Progress Report. You will also receive an additional ELA Parent Guide.

Parent Guide to Standards- Based Reporting

Grade 5

Denver Public Schools