



**Cleveland Heights -University Heights City School District  
Pupil Progress Report**

grade **5** trimester **1**

Student:  
**Doe, Jane**

School: **Sample Report Card**

Teacher:

Year: **2008-09**

**ATTENDANCE**

	Trimester 1	2	3	Total
<b>Absent</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Tardy</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**HONORS**

	Trimester 1	2	3	
<b>Honor Roll</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<i>Honor Roll is 3.5 or above</i>
<b>Merit Roll</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<i>Merit Roll is 3.0-3.49</i>

**KEY**

Mark	Percentage	Effort	Current Level	Achievement
A	90% - 100%	1 Superior Effort	+ Exceeds grade level expectations	O Outstanding
B	80% - 89%	2 Satisfactory Effort	* Meets grade level expectations	S Satisfactory
C	70% - 79%	3 Insufficient Effort	X Needs Improvement to meet grade level expectations	N Needs Improvement
D	60% - 69%		/ Not Assessed this grading periods	
F	Below 60%			

**SUBJECTS**

	Trimester 1		2		3	
	Grade	Effort	Grade	Effort	Grade	Effort
<b>Reading</b>	<input type="text"/>					
<b>Writing</b>	<input type="text"/>					
<b>Spelling</b>	<input type="text"/>					
<b>Math</b>	<input type="text"/>					
<b>Science</b>	<input type="text"/>					
<b>Social Studies</b>	<input type="text"/>					

**SPECIALS**

	Trimester 1		2		3	
	Achievement	Effort	Achievement	Effort	Achievement	Effort
<b>Art</b>	<input type="text"/>					
<b>Library</b>	<input type="text"/>					
<b>Music</b>	<input type="text"/>					
<b>Physical Education</b>	<input type="text"/>					

**LEARNING BEHAVIORS**

	Trimester 1	2	3
Demonstrates organization	<input type="text"/>	<input type="text"/>	<input type="text"/>
Works independently	<input type="text"/>	<input type="text"/>	<input type="text"/>
Works cooperatively	<input type="text"/>	<input type="text"/>	<input type="text"/>
Follows written directions	<input type="text"/>	<input type="text"/>	<input type="text"/>
Follows oral directions	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stays on task	<input type="text"/>	<input type="text"/>	<input type="text"/>
Completes classroom work on time	<input type="text"/>	<input type="text"/>	<input type="text"/>
Completes homework on time	<input type="text"/>	<input type="text"/>	<input type="text"/>
Produces quality work	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asks questions for clarification	<input type="text"/>	<input type="text"/>	<input type="text"/>
Expresses self clearly	<input type="text"/>	<input type="text"/>	<input type="text"/>

**SOCIAL BEHAVIORS**

	Trimester 1	2	3
Accepts constructive criticism	<input type="text"/>	<input type="text"/>	<input type="text"/>
Resolves conflict peacefully	<input type="text"/>	<input type="text"/>	<input type="text"/>
Demonstrates self control	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accepts responsibility for behavior	<input type="text"/>	<input type="text"/>	<input type="text"/>
Follows school and classroom rules	<input type="text"/>	<input type="text"/>	<input type="text"/>
Interacts positively with peers and adults	<input type="text"/>	<input type="text"/>	<input type="text"/>

*Comments:*

**A CHECK (✓) INDICATES PROGRESS MADE TOWARD PROMOTION**

<table border="1"> <thead> <tr> <th>Trimester 1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </tbody> </table> <p><b>On Track</b> <b>Needs Improvement</b></p>	Trimester 1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<p><i>It is recommended that this student be assigned to grade _____</i></p> <p>_____ <i>Teacher</i></p> <p>_____ <i>Date</i></p>
Trimester 1	2						
<input type="text"/>	<input type="text"/>						
<input type="text"/>	<input type="text"/>						

Doe, Jane

## Pupil Progress Report

5 1 2

Trimester

1 2 3

Key + Exceeds grade level expectations X Needs Improvement to meet grade level expectations  
 \* Meets grade level expectations / Not assessed this trimester

Grade

  

Effort

  
Ohio Language Arts: Reading Standards
  
**Acquisition of Vocabulary**

*Being able to recognize clues in reading, ask questions, listen and converse with adults and peers.*

**Reading**

Jane excels at identifying the connotation (the attitude and/or feelings associated with a word) and denotation (the literal meaning of a word) of new words. She excels at making inferences based on implicit information in texts, and providing justifications for those inferences. She excels at identifying, distinguishing between and explaining examples of cause and effect in informational text. She excels at summarizing stated and implied themes.

Jane is understanding new uses of words such as similes and metaphors. She is summarizing text, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each. She is explaining how the thoughts, words and interactions of a character tell his or her motives.

  
**Reading Process - Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

*Understanding the basic concepts and the meaning of different types of print material*

Jane needs improvement defining the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues. She needs improvement answering literal (directly stated), inferential (indirectly stated and requiring more information) and evaluative (requiring the reader to come up with a response based on the reader's opinion) questions to show understanding about what has been read or watched. She needs improvement locating information using text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools. She needs improvement identifying the main incidents of a plot sequence and explaining how they influence future action.

  
**Reading Applications - Informational, Technical and Persuasive Text**

*Reading, understanding, explaining and critiquing different kinds of written materials such as magazines, essays, maps and online sites.*

  
**Reading Applications - Literary Text**

*Organizing and interpreting results through collecting data to answer questions and solve problems, show relationships and make predictions about different types of literature (e.g., fables, tales, short stories).*

Doe, Jane

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# Writing

## Ohio Language Arts: Writing Standards

### Writing Process

*Using the steps of prewriting, drafting, revising and editing to publish different types of writing.*

### Writing Applications

*Learning about, using and choosing appropriate words for different kinds of writing, from letters to scientific reports, and for different audiences.*

### Writing Conventions

*Understanding and applying punctuation, grammar and spelling rules.*

### Research/Communication

*Knowing how to gather information in all subjects using different kinds of tools (books, computers, magazines, etc.) and communicate what is found. Delivering presentations on different topics for different types of audiences.*

Jane excels at using organizational strategies (e.g., rough outlines, diagrams, maps, webs, Venn diagrams and discussions with peers) to plan writing. She excels at writing with a purpose (narratives, informational essays and reports).

Jane is organizing writing beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details. She is writing letters that state a purpose, make a request or give a compliment. Use business letter format. She is correctly spelling most words, even difficult words. She is applying grammar and usage indicators correctly, contributing to writing clarity and style. She is defining plagiarism and acknowledging sources of information. She is using different ways of communicating such as oral (spoken), visual or written to present information.

Jane needs improvement grouping related ideas into paragraphs, including topic sentences following paragraph form, and maintaining a consistent focus across paragraphs. She needs improvement writing legibly.

Grade  
    
Effort

# Spelling

## District Spelling Standards

### Learns Required Words

### Applies Spelling Patterns to Work

**Doe, Jane**

Trimester  
 1 2 3

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**Grade**  
    
**Effort**

# Math

## Ohio Math Standards

### **Numbers, Number Sense and Operations**

*Using number sense and number skills, from basic counting to paper and pencil calculations, to age-appropriate use of calculators and computers.*

Jane excels at comparing, ordering and converting fractions, decimals and percents (e.g.,  $1/2 = .5 = 50\%$ ). She excels at using the appropriate units to measure and drawing angles and using common angles to estimate the angle measurement.

Jane is rounding decimals to a given place value and round fractions to the nearest half. She is knowing the difference between covering the faces (surface area) and filling the inside of (volume) three-dimensional objects. She is drawing circles, and identifying and determining relationships among the radius, diameter, center and circumference. She is creating and understanding the meaning of equations and inequalities to represent mathematical situations.

### **Measurement**

*Making accurate measurements using the appropriate tools, terms and technology.*

Jane needs improvement recognizing and identifying perfect squares and their roots (e.g.,  $64 = 8 \times 8$  and  $25 = 5 \times 5$ ). She needs improvement developing and applying formulas to find perimeter, area and volume. She needs improvement labeling the vertex, rays and interior and exterior points of an angle. She needs improvement using materials, visuals, models, graphs and tables to draw conclusions and predict what will happen.

\*

### **Geometry and Spatial Sense**

*Identifying, classifying and analyzing one-, two- and three-dimensional objects, understanding their properties and using that knowledge to solve problems.*

### **Patterns, Functions and Algebra**

*Representing patterns and relationships using tables, graphs and symbols, and using them to solve problems.*

### **Data Analysis and Probability**

*Organizing and interpreting results through data collection to answer questions, solve problems, show relationships and make predictions.*

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Grade

## Science

Effort

### Ohio Science Standards

**Earth and Space Science**

**Life Science**

**Physical Science**

**Science and Technology**

**Scientific Inquiry**

**Scientific Ways of Knowing**

Jane excels at explaining that stars are like the sun, some being smaller and some larger, but they are so far away that they look like points of light.

Jane is explaining how the supply of resources that cannot be reused in its current form can be extended by reducing, recycling and reusing what is used, but cannot be extended forever.

Jane needs improvement exploring ways Earth's renewable resources such as fresh water, air, wildlife and trees can be maintained.

Grade

## Social Studies

Effort

### Ohio Social Studies Standards

**History**

**People in Societies**

**Geography**

**Economics**

**Government**

**Citizen Rights and Responsibilities**

**Social Studies Skills and Methods**

Jane excels at making timelines and identifying possible relationships between events. She excels at getting information from a variety of print and electronic sources and judge its reliability.

Jane is explaining how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways. She is locating information in a variety of sources using key words, related articles and cross-references.

Jane needs improvement explaining why European countries explored and colonized North America. She needs improvement reading information critically in order to identify the author, the author's perspective and the purpose.