Berkeley Unified School District
GUIDE FOR FAMILIES
FIFTH GRADE REPORT CARDS

The Berkeley Unified School District has made some changes to student Report Cards this school year. The purpose of this Guide is to give families a detailed explanation of the Report Card and of the District expectations. We hope that this Guide helps strengthen home-school communication. Following the overall expectations and grading for students, you will find supporting documents for English Language Arts (by Grade Level) and Social-Emotional Learning / Habits of Work.

These are the marks given to grades

3	Meeting	Regularly meets the standards To receive a mark of 3, a student must be consistently performing at grade level standards. The expectations outlined in the following ELA, Math and Social-Emotional Learning (SEL) sections describe what a student would be able to do in order to meet each standard over the course of the school year. This is the minimum "proficiency" target level for all students.
2	Approaching	Inconsistently meets the standards To receive a mark of 2, a student is inconsistently meeting grade level standards, and may be performing up to one year below grade level in the specific standards or area indicated. If a student receives a 2 in ELA, Math or SEL, there will be a box marked with an X in the areas the student needs improvement in.
1	Needs Significant Support	Does not meet the gn.6252t2.8p notl(ds)[Does)-4(not me)-3(e)-3(t)]TE

Reading Standards Grade 5	
Literature	Informational
Key Ideas and Details	
1. Quote accurately from text to explain explicit information and draw inferences	1. Quote accurately from text to explain explicit information and draw inferences
2. Determine theme of a story, drama, or poem from details in the text, including reflections or response to challenges; summarize the text	2. Determine two or more main ideas; explain how they are

Writing Standards Grade 5
Text Types and Purposes

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K-5 Report Card Supporting Document:
Personal/Social Behaviors and Habits of Work

Using this Document:
This document provides specificity, connection to the Toolbox Curriculum, and behavioral exemplars for the 'Personal/Social Behaviors' section of the K-5 report card. It is intended to be a handy reference for conversation with families about student progress.

Social-Emotional Learning Core Domains:
> This section lists the full definition of each core domain (an abbreviated and parent-friendly definition is printed on the K-5 report card)

Related Toolbox Tools:
> This section lists the specific Toolbox Tools that target the corresponding social-emotional domain
> Teachers can refer to the Toolbox Tools related to a child's area of struggle or particular strength for teaching suggestions.

Possible Behavioral Descriptors:
> This section provides specific examples of how these overarching domains may manifest in the classroom. These specific descriptors are a great jumping off point for a discussion of strength or weaknesses in parent conferences. Consider whether or not a child's particular strength or area of struggle is seen across settings (classroom, yard, small-group, large-group).

Supporting Document: Personal/Social Behaviors		
Social-Emotional Learning Core Domains	*Related Toolbox Tools*	*Possible Behavioral Descriptors*
Self-Awareness-Ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	-Breathing Tool -Quiet/Safe Place Tool -Empathy Tool -Garbage Can Tool -Tam(af)-nal L̃a̓ Tm0g(T)-(	

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