

Palos Verdes Peninsula USD

REPORT TO PARENTS - FIFTH GRADE

Student: **Hitoshi Egashira**

School: **Mira Catalina Elementary School**

Year: **2021-2022**

Primary Teacher: **Hiatt, Heidi**

Principal: **Mr. Brett Egan**

Grade: **5**

State ID: **4326787530**

11/29/2021 - 03/04/2022

Birthdate: **07/07/2011**

EXPLANATION OF MARKS

| Effort | Achievement Level |
|---------------------------|--|
| C Consistently | 4 Consistent understanding of and ability to apply grade level standards and expectations |
| S Some of the Time | 3 Partial understanding of and ability to apply grade level standards and expectations |
| AC Area of Concern | 2 Minimal understanding of and ability to apply grade level standards and expectations |
| NA Not Assessed | NA Not applicable due to insufficient evidence to determine achievement level |

| | Reporting Period | | |
|--|------------------|----|---|
| | 1 | 2 | 3 |
| Essential Learner Behaviors (Effort) | | | |
| Class Work | | | |
| Works independently; asks for help when needed | C | C | |
| Makes productive use of class time | C | C | |
| Completes and returns homework on time | AC | AC | |
| Actively participates in class | C | C | |
| Solves problems using a variety of resources | C | C | |
| Responsibility | | | |
| Organizes self, materials, and belongings | S | S | |
| Takes responsibility for choices and actions | C | C | |
| Uses technology responsibly and ethically | C | C | |
| Citizenship | | | |
| Demonstrates respect to peers, adults, property | C | C | |
| Exercises self-control; follows rules/expectations | C | C | |

| Reading | | | |
|--|--------------------------|---|---|
| Literature | Achievement Level | 2 | 3 |
| <ul style="list-style-type: none"> Comprehend and summarize fiction, determine the theme through details in the text Quote accurately from a text to explain meaning and draw inferences Determine the meaning of words and phrases used in the text, including figurative language Understand how the narrator's point of view influences how events are described | | | |
| Informational Texts | Achievement Level | 3 | 4 |
| <ul style="list-style-type: none"> Comprehend and summarize nonfiction, determine the main idea(s) and how they are supported by details in the text Quote accurately from a text to explain meaning and draw inferences Interpret information and explain how the author uses evidence to support particular points in a text Determine the meaning of general academic and content-specific words and phrases Analyze multiple accounts of the same event or topic, noting important similarities/differences in various points of view represented | | | |
| Foundational Skills | Achievement Level | 3 | 3 |
| <ul style="list-style-type: none"> Know and apply phonics and word analysis skills in decoding words Read accurately and fluently to support comprehension | | | |
| Reading Effort | Effort | C | C |

| | Reporting Period | | |
|---|--------------------------|----|---|
| | 1 | 2 | 3 |
| Writing | | | |
| Text Types & Purposes | Achievement Level | 3 | 2 |
| <ul style="list-style-type: none"> Write to communicate ideas and information effectively Write well-organized opinion pieces, informative/explanatory texts, and narratives | | | |
| Production & Distribution of Writing | Achievement Level | 3 | 3 |
| <ul style="list-style-type: none"> Write legibly in cursive Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | | | |
| With guidance and support from peers and adults: | | | |
| <ul style="list-style-type: none"> Strengthen writing by planning, revising, editing, and rewriting | | | |
| With some guidance and support from adults: | | | |
| <ul style="list-style-type: none"> Use technology to produce and publish writing | | | |
| Research: Build/Present Knowledge | Achievement Level | NA | 3 |
| <ul style="list-style-type: none"> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic Take notes when gathering information from print/digital sources and personal experiences; summarize information in notes Draw evidence from text to support analysis, reflection, and research | | | |
| Writing Effort | Effort | C | C |

| Language | | | |
|---|--------------------------|---|---|
| Conventions of Standard English | Achievement Level | 3 | 3 |
| <ul style="list-style-type: none"> Demonstrate a command of the grade-level conventions, grammar and spelling in written work Use knowledge of standard English grammar and usage when writing, speaking, reading, or listening | | | |
| Vocabulary Acquisition & Use | Achievement Level | 3 | 3 |
| <ul style="list-style-type: none"> Acquire and use grade-level appropriate vocabulary | | | |
| Language Effort | Effort | C | C |

| Speaking and Listening | | | |
|---|--------------------------|---|---|
| Comprehension & Collaboration | Achievement Level | 4 | 4 |
| <ul style="list-style-type: none"> Effectively engage in group discussions Summarize text read aloud or information presented in various formats | | | |
| Presentation of Knowledge & Ideas | Achievement Level | 4 | 4 |
| <ul style="list-style-type: none"> Present information, including opinions, with appropriate facts and relevant, descriptive details Speak clearly with appropriate pace, volume, and expression giving attention to context and audience | | | |
| Speaking and Listening Effort | Effort | C | C |

| | | Reporting Period | | |
|--|--------------------------|------------------|----|---|
| | | 1 | 2 | 3 |
| Mathematics | | | | |
| Mathematical Reasoning | Achievement Level | 4 | 4 | |
| <ul style="list-style-type: none"> Efficiently apply strategies to solve problems Clearly communicate mathematical thinking | | | | |
| Operations & Algebraic Thinking | Achievement Level | NA | NA | |
| <ul style="list-style-type: none"> Write and interpret numerical expressions Analyze numerical patterns and relationships | | | | |
| Number & Operations: Base Ten | Achievement Level | 4 | 4 | |
| <ul style="list-style-type: none"> Understand the place value system Perform operations with multi-digit whole numbers and with decimals to hundredths | | | | |
| Number & Operations: Fractions | Achievement Level | 4 | 4 | |
| <ul style="list-style-type: none"> Use equivalent fractions as a strategy to add and subtract fractions | | | | |
| Measurement & Data | Achievement Level | | 3 | |
| <ul style="list-style-type: none"> Understand concepts of volume and relate volume to multiplication and to addition Represent and interpret data | | | | |
| Geometry | Achievement Level | | 3 | |
| <ul style="list-style-type: none"> Graph points on the coordinate plane to solve problems Apply and extend previous understandings of multiplication and division to multiply and divide fractions Classify two-dimensional figures into categories based on properties | | | | |
| Mathematics Effort | Effort | C | C | |
| | | | | |
| Social Studies | Achievement Level | 3 | 4 | |
| Demonstrate an understanding of content and concepts and apply critical thinking to extend understanding | | | | |
| Social Studies Effort | Effort | C | C | |
| | | | | |
| Science | Achievement Level | 4 | 4 | |
| Demonstrate an understanding of content and concepts and apply critical thinking to extend understanding | | | | |
| Science Effort | Effort | C | C | |
| | | | | |
| Physical Education | Effort | C | C | |
| Participate safely and cooperatively in a variety of skills and health enhancing activities | | | | |
| | | | | |
| Visual and Performing Arts | Effort | C | C | |
| Participate responsibly and cooperatively in a variety of visual and performing arts activities | | | | |
| | | | | |
| Core/Instrumental Music | Effort | C | C | |
| Participate responsibly and cooperatively in the grade level music program: instrumental or core music | | | | |

| ATTENDANCE | 1 | 2 | 3 |
|---------------|----|----|---|
| Days Enrolled | 59 | 58 | |
| Days Absent | 0 | 2 | |
| Days Tardy | 0 | 0 | |

TEACHER COMMENTS

1st Trimester: This first trimester report card shows your child's progress toward grade level academic standards and year-end expectations. Each domain on the report card has a corresponding achievement level for your child with the exception of Mathematics and Writing. Not every standard listed under each domain has been assessed at this point in the school year (listed as N/A or grayed out) due to the district pacing calendar for some Mathematical (and one Writing) subject areas. These ungraded standards appear on the district pacing calendar for assessment in either the second or third trimester. I am happy to discuss in detail which standards have been assessed during the first trimester at our conference.

2nd Trimester: This trimester the students have worked on a variety of skills across the curriculum. However, The Math standard of Operations & Algebraic Thinking has not been assessed yet due to the district pacing calendar. This is listed as N/A and will be taught and assessed during the third trimester. I am happy with Hitoshi's progress this trimester. He is a strong student who participates well in all subjects. While he enjoys participating, it is often difficult to understand him as he speaks really quickly and softly. He enjoys helping other students learn and is always the first to help quiet the class down. I am very happy to have him in class. Keep up the great work!