5th Grade: Learning Goals Checklist for entry
Trimester:_____

Progress Report Markings

For Student Curriculum Marks/Learning Goals
M: Meeting: The child applies the learning goal **(district grade level expectation)**.
A: Approaching: The child applies a basic understanding of the goal.
B: Beginning: The child applies an initial understanding of the goal.
N/A: Not assessed at this time.
Y: Yes
N: No

Living and Working in the classroom: Indicators in Living and Working in the classroom will use these three descriptors, as this area includes strategies best described by the frequency with which the student uses the skill.
S: Seldom
O - Occasionally
U: Usually
X – Marking Selections

Additional Programs

Additional Support Programs:	T1	T2	T3
1. Reading Support			
2. Math Support			
3. Gifted (WINGS)			
4. Gifted (Project Plus)			
5. Gifted (Fine Arts)			

Living and Working

Learning Goals:	T1	T2	T3
1. Empathy and care for others			
2. Respect for self and others			
3. Accepts responsibility for actions			
4. Perseverance with his/her learning			
5. Attempts to resolve conflicts in appropriate ways			
6. Organizational skills to support learning			

Webster Groves School District

English-Language Arts

Learning Goals:	T1	T2	T3
Reading			
1. Reads with understanding			
2. Analyzes what they read			
3. On track for meeting end of year learning goals in reading			
Writing			
4. Communicates in writing for a variety of purposes and audiences			
5. On track for meeting end of year learning goals in writing			
Research and Speaking			
6. Shares their thoughts with others by speaking and listening			
7. Acquires, assesses and communicates information			

Math

Learning Goals:	T1	T2	T3
Mathematical Practices			
1. Makes sense of problems and perseveres in solving them			
2. Communicates mathematically			
Content Standards			
3. Writes and interprets numerical expressions			
4. Understands the place value system			
5. Performs operations with multi-digit whole numbers and with decimals to hundredths			
6. Adds and subtracts fractions			
7. Multiplies and divides fractions (in limited cases)			
8. Converts like measurement units			
9. Represents and interprets data.			
10. Understands the concepts of volume			
11. Graphs points on the coordinate plane to solve problems			
12. Classifies two-dimensional figures based on their properties			
13. On track for meeting end of year learning goals in math			

Social Studies

Learning Goals:	T1	T2	T3
1. Explains how to participate in society			
2. Understands how power, authority, and governance function in societies and affect their lives			
3. Understands the relationships between human beings and their environment			
4. Understands how institutions that affect their lives are created maintained, and changed			
5. Understands how people organize for the production, distribution, and consumption of goods and services			
6. Explains how human beings learn, modify, and adapt their cultures			
7. Understands how global interdependence affects societies and cultures			
8. On track for meeting end of year learning goals in social studies			

Science

Learning Goals:	T1	T2	T3
Earth and Space			
* Earth			
1. Develops a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact			
2. Describes and graphs the amounts and percentages of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth			
3. Obtains and combines information about ways individual communities use science ideas to protect the Earth's resources environment			
* Space			
4. Supports an argument that the gravitational force exerted by Earth on objects is directed towards the planet's center			
5. Students who demonstrate understanding can support an argument that relative distances from Earth affects the apparent brightness of the sun compared to other stars			
6. Students who demonstrate understanding can represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearances of some stars in the night sky			
7. Students who demonstrate understanding can make observations during different seasons to relate the amount of daylight to the time of year			
Structures and Properties of Matter			
8. Plans and conducts investigations to separate the components of a mixture/solution by their physical properties (ie. sorting, filtration, magnets, screening)			
9. Develops a model to describe that matter is made of particles too small to be seen			
10. Measures and graphs quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved			
11. Makes observations and measurements to identify materials based on their properties			
12. Conducts an investigation to determine whether the mixing of two or more substances results in new substances			
Ecosystems			
13. Uses models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun			
14. Supports an argument that plants get the materials (i.e., carbon dioxide, water, sunlight) they need for growth chiefly from air and water			
15. Develops a model to describe the movement of mater among plants, animals, decomposers, and the environment			
Engineering			
16. Defines a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost			
17. Generates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
18. Plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			
19. On track for meeting end of year learning goals in science			

Comments:

	T1	T2	T3
Check which trimester			