

GRADE

5

REPORT CARD

Comment Banks

MADLYLEARNING.COM/STORE

REPORT CARD Comment Banks

The report cards are provided in a Google sheets format

Each comment is editable and searchable.

Please remember that these comments are **a starting point**. They are written in a **general format**. This means that these comments may not be written in a format that is specifically preferred by your school board or principal. Since they are editable you can edit and format these in a way that you prefer.

rd Comment Bank - Listed on TpT - Do Not Delete

Tools Extensions Help Last edit was on July 12

	Level 2	Level 3	Level 4
activities in class (centres, discussions, or independent tasks) ability to solve mathematical problems across a variety of domains. He supports plan, uses file and tools and provides a plan.	Through our variety of math activities in class (centres, collaborative groups, class discussions, or independent tasks) name is beginning to solve mathematical problems across a variety of domains. He sometimes develops a solid plan, uses appropriate computational skills and tools and provides a sound reason for his conclusion.	Through our variety of math activities in class (centres, collaborative groups, class discussions, or independent tasks) name has demonstrated a keen ability to solve mathematical problems across a variety of domains. He regularly develops a solid plan, uses appropriate computational skills and tools and provides a sound reason for his conclusion.	Through our collaborative groups, name has demonstrated a keen ability to solve mathematical problems across a variety of domains. He regularly develops a solid plan, uses appropriate computational skills and tools and provides a sound reason for his conclusion.
ation, -name is developing an expose and decompose numbers. Jose and decompose some to show a consistent ability to do is encouraged to find real world are used such as flyers and sms.	In Number Sense and Numeration -name can read, represent, compose and decompose larger numbers using place value. He is able to determine which number is larger by modelling numbers with place value blocks. He needs more practice in reading and comparing larger numbers in real world contexts.	In Number Sense and Numeration -name can read, represent, compose and decompose larger numbers using place value. He is able to use a variety of strategies such as writing numbers in expanded form and using place value models to compare and order larger numbers.	In Number Sense and Numeration -name can read, represent, compose and decompose larger numbers using place value. He shows a model number standard w
on and subtraction problems of 200 with support. He rarely is thinking process. Next Step: he d explanation of his thinking	-name can solve some addition and subtraction problems of whole numbers less than 10 000. He simply explains his thinking process by justifying his solution. Next Step: he should provide a more detailed explanation of his thinking process.	-name can solve addition and subtraction problems of whole numbers less than 10 000. He competently explains his thinking process by justifying his solution.	-name can solve addition and subtraction problems of whole numbers less than 10 000. He competently explains his thinking process by justifying his solution.
d understanding of multiplication relate these to division facts.	-name is able to demonstrate a basic understanding of multiplication facts from 1x1 to 10x10 and relate these to division facts.	-name is able to demonstrate an understanding of multiplication facts from 1x1 to 10x10 and relate these to division facts.	-name is able to demonstrate an understanding of multiplication facts from 1x1 to 10x10 and relate these to division facts.
ing multiplication and division, understanding of this skill using a strategies. He is beginning to how to multiply two digit whole umbers, and dividing three digit hole numbers using both the area efforts.	-name has shown a basic understanding of this skill using a variety of strategies. He is occasionally able to accurately multiply two digit whole numbers by two digit whole numbers, and can divide three digit whole numbers by two digit whole numbers using both the area model and other learned algorithms.	When solving problems involving multiplication and division, -name has shown a solid understanding of this skill using a variety of strategies. He is able to multiply two digit whole numbers by two digit whole numbers, and can divide three digit whole numbers by two digit whole numbers using both the area model and other learned algorithms.	When solving problems involving multiplication and division, -name has shown a solid understanding of this skill using a variety of strategies. He is able to multiply two digit whole numbers by two digit whole numbers, and can divide three digit whole numbers by two digit whole numbers using both the area model and other learned algorithms.
standing of how to represent s using drawings, tools and ions unit he was inconsistently as sharing baking goods into fied to read, represent, compare y tenths and can round to the	-name can occasionally represent fractions from halves to tenths using drawings, tools and standard notation. In our fractions unit he regularly was able to use fractions to express sharing baking goods into groups of 2-10. -name can sometimes read, represent, compare and order decimal numbers to tenths and can round to the nearest whole number.	-name can represent fractions from halves to tenths using drawings, tools and standard notation. In our fractions unit he regularly was able to use fractions to express sharing baking goods into groups of 2-10. -name is able to read, represent, compare and order decimal numbers to tenths and can round to the nearest whole number.	-name can represent fractions from halves to tenths using drawings, tools and standard notation. In our fractions unit he regularly was able to use fractions to express sharing baking goods into groups of 2-10. -name is able to read, represent, compare and order decimal numbers to tenths and can round to the nearest whole number.
identifying and describing both ts and translating these patterns limited success he was able to ng of this concept by ____	-name has been working on identifying and describing both repeating and growing patterns and translating these patterns into tables and graphs. With some success, he was able to communicate his understanding of this concept by ____	-name has been working on identifying and describing both repeating and growing patterns and translating these patterns into tables and graphs. He was able to successfully communicate his understanding of this concept by ____	-name has been working on identifying and describing both repeating and growing patterns and translating these patterns into tables and graphs. He was able to successfully communicate his understanding of this concept by ____
Understanding of how to solve a up to 50. He can use the than, and equal to to solve for an sentence with limited	-Name has demonstrated his understanding of how to solve a variety of algebraic equations up to 50. He can use the symbols of greater than, less than, and equal to to solve for an unknown variable in the math sentence with some effectiveness.	-Name has demonstrated his understanding of how to solve a variety of algebraic equations up to 50. He can use the symbols of greater than, less than, and equal to to solve for an unknown variable in the math sentence with considerable effectiveness.	-Name has demonstrated his understanding of how to solve a variety of algebraic equations up to 50. He can use the symbols of greater than, less than, and equal to to solve for an unknown variable in the math sentence with effectiveness.
me shows a limited models to represent mathematical al, concurrent, repeating and 1 this while working with coding side that had the "robot" move d complete different tasks.	When working with code -Name is able to solve problems and use models to represent mathematical situations that includes sequential, concurrent, repeating and nested events. He demonstrated this while working with coding programs to create a basic code that had the "robot" move from one point to the other and complete different tasks.	When working with code -Name is able to solve problems and use models to represent mathematical situations that includes sequential, concurrent, repeating and nested events. He demonstrated this while working with coding programs to create a code that had the "robot" move from one point to the other and complete different tasks.	When working with code -Name is able to solve problems and use models to represent mathematical situations that includes sequential, concurrent, repeating and nested events. He demonstrated this while working with coding programs to create a code that had the "robot" move from one point to the other and complete different tasks.
can gather and organize sing random sampling into a including infographics, and re time. He continues to struggl d information such as the mean, icted data.	With some success -name can gather and organize information that he collects using random sampling into a variety of well labeled graphs including infographics, and stacked bar graphs most of the time. He can usually read, describe and interpret information such as the mean, median and mode in the collected data.	-name can gather and organize information that he collects using random sampling into a variety of well labeled graphs including infographics, and stacked bar graphs most of the time. He can usually read, describe and interpret information such as the mean, median and mode in the collected data.	-name can gather and organize information that he collects using random sampling into a variety of well labeled graphs including infographics, and stacked bar graphs most of the time. He can usually read, describe and interpret information such as the mean, median and mode in the collected data.
'to identify, and sort rectangles by symmetry, angle, parallel and	-name is able to sometimes identify, and sort rectangles by their geometric properties of symmetry, angle, parallel and perpendicular sides.	-name is able to consistently identify, and sort rectangles by their geometric properties of symmetry, angle, parallel and perpendicular sides.	-name is able to consistently identify, and sort rectangles by their geometric properties of symmetry, angle, parallel and perpendicular sides.

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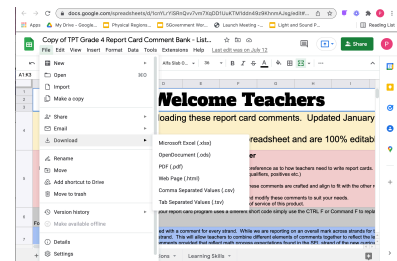
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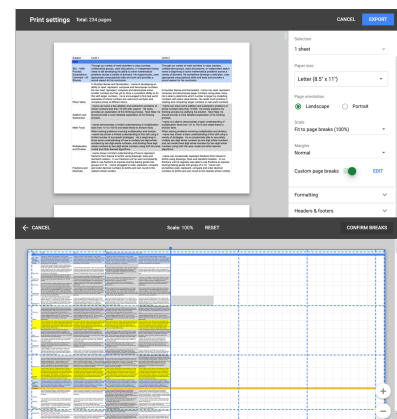
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