

5th Grade Survival Handbook

Cleveland Elementary School

Please leave your handbook inside of your binder!
You will need it in school during the day and should take it home each night.



Our Classroom Bill of Rights

I have the Right to Learn.

I have the Right to Personal Space.

I have the Right to Personal Safety.

I have the Right to Ask a Question.

I have the Right to an Answer.

I have the Right to Be Heard!

I understand my rights, and the rights of others. I will expect others to respect my rights while in this class and will respect the rights of others. I have also received and agree to the policies in the Class Handbook.

Student Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Parents/Guardians: Please discuss the Bill of Rights and Class Handbook with your student. Violators of any of these rights or procedures will experience consequences as outlined in the Classroom Behavior Plan.

Thank you for taking the time to review our procedures and expectations. We look forward to an exciting and productive year!

The Fifth Grade Team

Parent/Teacher Communication and Agendas:

Agenda Book Procedures:

Each student should have a school agenda. These are part of the school supply kit that was pre-ordered last spring. They can also be purchased from the front office.

1. Student writes homework/practice assignments for each teacher as posted.
2. Teacher may stamp or write behavior/work habit notes in the agenda, if needed.
3. Parent/Guardian should monitor student's agenda daily and sign off weekly.

** A student who is constantly neglectful (defined as – missing three assignments or more a week for two weeks in a row) may be subject to administrative discipline. **

Homework or Practice Assignments:

Homework or Practice assignments are given to reinforce and extend the skills taught in the classroom. Your child will be expected to fill out his/her agenda with any homework or practice assignments each week.

Weekly Folder Procedures:

1. Once a week (usually on Fridays), the teacher will send home a folder with graded/completed work and the weekly signature sheet.
2. Parent/Guardian should remove and review the work in the "Take Home" or "Keep" side and then sign and return the weekly signature sheet and any other forms/papers in the "Send Back" or "Return" side.

Progress Reports:

Progress reports are sent out in the middle of each nine weeks grading period. These contain all the grades in each subject up to that point. **They must be signed by a parent or guardian and returned within two days.**

Infinite Campus Website:

Campus Portal is our tool for parents and students to access instant, online, timely and secure student information: class schedule, assignments, attendance, discipline, course registrations for next year, report cards and transcripts. Campus Portal is a means to further promote educational excellence by enhancing our program of communication with parents and students. Our team strives to post grades in a timely manner and communicate through the Messenger Tool. Please go to <https://campus.fcboe.org/campus/portal/fayette.jsp> for more information about accessing your account.

5th Grade Website:

Our team website is at <http://www.teachersclass.net/ces5thgrade>. You can find the entire handbook there, plus links to additional websites, photos, calendar and much more. The school website is located at <http://www.clevelandelementary.org>.

Classroom Behavior Plan:

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|--|
| Class Rule: Respect yourself, others, and all property. |
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During the first week of school, we will spend a significant amount of time developing the students' understanding of what it means to show respect. This single class rule covers every inappropriate behavior that could occur once students truly grasp the concept of respect. Students are expected to abide by the Fayette County Elementary Student Code of Conduct. Students are also expected to follow all school procedures in the hallways, the bathrooms, and cafeteria and on the playground.

When students make poor decisions, they must face the natural consequences. We do not impose additional punishments on them, nor provide artificial rewards such as treats and prizes for expected behaviors. Instead, we try to design enjoyable lessons that are engaging for students so they will WANT to be on task; therefore the learning process is its own reward. Students who need a structured behavior management system are provided an individual plan that is tailored for the student, during a parent-teacher conference.

Student Responsibilities:

1. Students will be required to have a book for reading with them at all times.
2. Students should always have their class work and homework ready to turn in on time.
3. Students are responsible for following the Student Code of Conduct.
4. Students are responsible for completing late assignments by the following day.

Basic Class Supplies:

The requested supply list for our class is located at the Cleveland Elementary website under "School Supplies". A hard copy of the list may be requested from your homeroom teacher. In addition to these basic supplies, you may be asked to replenish your child's supplies periodically throughout the year, especially for paper and pencils.

Snacks/ Water:

Students are encouraged to bring a daily, small, HEALTHY snack. Please do not send soda, candy, or other snacks with little nutritional value and high sugar/fat content. We encourage all the students to keep a bottle of water at their desks and refill them throughout the day at the water fountain to stay well hydrated.

Classroom Procedures:

Morning Procedures:

1. Quietly enter the classroom.
2. Unpack your book bag, hang it up and turn in important papers.
3. Check the menu and make your lunch choice.
4. Sharpen at least 2 pencils. You may sharpen your pencils at any time except when directions are being given to the class.
5. Prepare for the day by organizing materials, sharpening pencils and completing your agenda.
6. Start any assigned Morning Work. If you finish, read a book quietly.
7. During announcements, stop working and listen attentively to the broadcast.

Procedures for Leaving the Classroom:

1. Fill in agenda with assignments and necessary information prior to departing.
2. Wait for the teacher to dismiss you.
3. Leave your desk and the floor around your desk clean and quietly push in your chair.
4. Nothing is to be left in or on your desk as students entering the room will be using it.
5. Line up according to teacher's directions.
6. Face forward in a straight quiet line and stay quiet while changing classes.

End of Day Procedures:

1. Check your agenda to be sure you have everything written down.
2. Place assignments in appropriate section in binder or folder.
3. Staple important papers to your agenda or if Friday, place in your weekly folder.
4. Gather up any workbooks or textbooks you will need at home.
5. Quietly get your book bag, coat/jacket and lunchbox.
6. Clean up your desk and the area around your desk. Nothing is to be left on or in your desk or on the floor.
7. Pack up and then read silently until afternoon announcements come on.
8. Listen attentively to announcements and then prepare for dismissal.
9. Before leaving the room, place your chair quietly on your desk.

Paper Headings:

1. Make sure your notebook paper has the holes on the **left**.
2. Put your first and last name on the left side on the first line.
3. Put the date under your name.
4. Put the subject under your name followed by the assignment and page number.
5. On right top corner of your paper, write your class number.
6. Skip one line before beginning work.
7. See example below and the one posted in classroom.
8. If the paper is a worksheet, make sure you have written your name, the date and written your class number in the right hand corner of the sheet.
9. **If you turn in an assignment with any part of the heading missing, your teacher may take 5 points off of the assignment grade.**

Paper Heading Example:

| | | |
|----|---|----|
| | | 17 |
| | First and Last Name | |
| | August 9, 2014 | |
| ○ | Math – Activity p. 86 | |
| | | |
| 1. | First, I will need to read the problem. | |

Grading Policy:

The purpose of grades is to measure a student's mastery of the Common Core Georgia Performance Standards (CCGPS) in ELA/Math and the Georgia Performance Standards (GPS) in Science/Social Studies. Parents have every right to expect that grades and state testing will show similar results due to the fact that both are assessments of the same content. Our job is to be honest with parents and students about the student's progress in achieving these standards. The purpose of weighting grades is to have a more accurate measurement of the student's independent mastery. It is the assessment that is most important—not the practice activity. Teachers give students sufficient practice and then assess students' understanding of the material.

A cold read, a weekly test or a unit test has more weight than practice because they are measurements of the student's independent level (a grade level measurement). Often times, a quiz or classroom assignment is not a measurement of the student's independent work. The teacher could have completed part of the assignment as a class, the teacher could have completed part of the assignment as she ensured that the students knew the directions, the students could have worked in groups or pairs, and/or the students could have been allowed to take the assignment home to complete. This MAY or MAY NOT have been entirely a student independent work sample. Homework/Practice is extremely important for providing extra practice, for remediating a skill, and/or for preparing for upcoming tests. Some students have parents that are more involved in their child's school work and provide a lot of help at home. Some students have parents that are unable to provide as much assistance. For this reason, homework practice assignments will not be weighted or graded separately.

In Class Assignments:

In Class Assignments (includes Class Work, Tests, Quizzes, Projects, Labs and Writing done during the school day) will be graded and weighted. Each subject area will have specific weights assigned. Students will also receive credit for class participations. They will only receive full credit on in class assignments that are complete and turned in on time.

Late or Missing Assignments:

- Students will be responsible for submitting all late or missing assignments using the following guidelines:
- If assignment is done with an excessive amount of errors or turned in incomplete, it may be given back to the student to re-do or finish, but not for full credit.
- Ten points will be deducted from the earned grade for each day an assignment is turned in late (after the due date). Any assignment not turned in within 3 days after the due date will receive an **F**.
- A student who is constantly neglectful (defined as - missing three assignments or more a week for two weeks in a row) may be subject to administrative discipline.
- Parents should monitor student's agendas, Friday folders and Infinite Campus to ensure work is being completed.

PLEASE NOTE: Turning in accurate, timely work is an important life skill that we try to teach students early on. We put a tremendous amount of effort into designing effective lessons and assignments, as a result, we expect students to work equally hard to complete them, as it is for their own benefit. We appreciate your support in this area as we work together to instill a solid work ethic in the children.

Fifth Grade Grading Scale

Reading (Strategies/Skills/Vocabulary)

Tests – 40%
Quizzes – 15%
Class Work – 25%
Projects – 20%

English Language Arts (Spelling/Grammar/Writing)

Tests – 40%
Quizzes – 15%
Class Work – 25%
Projects – 20%

Mathematics

Tests – 40%
Quizzes – 15%
Class Work – 25%
Projects – 20%

Science

Tests – 40%
Quizzes – 15%
Class Work – 25%
Projects/Labs – 20%

Social Studies

Tests – 40%
Quizzes – 15%
Class Work – 25%
Projects – 20%

Make-up Work

If a student has an excused absence, any work deemed necessary by the teacher should be made up. It shall be done as soon as the student returns to school and has been given sufficient time in which to have completed the work. Students are usually given one day for each day of their absence. Please refer to the Student Code of Conduct for Fayette County policies.

Testing

We strive to give ample notification of test dates. You will be able to find these in the agenda. We also strive to not give tests in more than two subjects on the same day. Please assist and encourage your child in preparation. Students should be able to review previous work and notes along with the various chapter reviews. Of course, those students who require accommodations will receive the necessary materials.

Cleveland Elementary 5th Grade Team

Grading Policy

I. Weekly Practice: - (Homework, Spelling, Math Facts, Reading Time)

Weekly practice assignments are extremely important for providing extra skills practice, for remediating a skill, and/or for preparing for upcoming tests. Practice sessions should be worked on at home, and are not included in the weighted grading categories.

II. Ongoing (Formative): - Quizzes (includes Spelling) (15%), Class Work (25%), Projects/Labs (20%)

Assignments that are being used to monitor student progress toward mastery of standards are considered formative and will receive the traditional numeric grade in the Infinite Campus grade book.

| KEY TO FORMATIVE BASED ACHIEVEMENT (quizzes, class work, projects/labs) | | | | |
|---|-------------------|----------|---------------------|--------------|
| A | B | C | D | F |
| 90-100% | 80-89% | 71-79% | 70% | 69% or below |
| Alternative Grading System | | | | |
| ✓ + = 100% completed | ✓ = 75% completed | | ✓ - = 50% completed | |

Some assignments will additionally be scored with a rubric to measure a student's progress towards mastery of a standard. The assignment will receive a score of 4, 3, 2, or 1 on the standard covered in the assignment. This rubric score is only for information. It is not computed into the numeric grade.

| KEY TO FORMATIVE BASED ACHIEVEMENT (daily, ongoing assessments/observations) | | | | |
|--|------------------------------------|----------------------------------|---|---------------------------|
| 4 | 3 | 2 | 1 | X |
| Mastery of Standard | Consistent achievement of standard | Ongoing progress toward standard | Limited or minimal progress toward standard | Not assessed at this time |

III. Cumulative (Summative): 40% - Theme Tests (Reading), Unit Tests (Math), Writing Assessments, English Tests, and Social Studies/Science Tests

Teachers will be using traditional numeric grades on all summative assessments. End of unit/study assessments are considered summative and the traditional numeric grade for these assessments will be posted. Teachers will ensure that at least one summative assessment is administered each nine weeks; the final grade could be negatively impacted if a single summative evaluation is low.

| KEY TO SUMMATIVE BASED ACHIEVEMENT (cumulative, end of unit assessments) | | | | |
|--|----------|----------|----------|--------------|
| A | B | C | D | F |
| 90-100% | 80-89% | 71-79% | 70% | 69% or below |