

South Harrison Township Elementary School District
Committed to Excellence!



November 2016

Dear Parent/Guardian,

In contrast to other assessments administered at South Harrison, the common summative assessments (CSA) that your child will take throughout the year will not be sent home. This procedure has been established to maintain the integrity of the assessment. However, if there are specific questions that you have about your child's performance on the assessment, please contact me and I will be happy to meet with you to discuss further the results.

In order to notify you of your child's performance on this assessment, I have recorded (*on the following page*) your child's scores aligned to specific grade-level standards. These assessment results enable you to pinpoint specific standards and areas where your child is excelling as well as areas that may need additional support.

All of the common summative assessments are closely aligned to the New Jersey Student Learning Standards (NJ SLS). More information about the New Jersey Student Learning Standards is available at the following web address: <http://www.state.nj.us/education/cccs/>.

Below is a description of each grading category.

- **Primary Assessment:** Assessments in this category comprise 50% of a student's grade and typically assess multiple standards introduced during the trimester. Assessments sent home with "P" (Primary) in the title are calculated in this category.
- **Secondary Assessment:** These assessments account for 40% of the student's grade and usually focus in the discreet skills and understandings students need to acquire before they complete a primary assessment. Assessments sent home with an "S" (Secondary) in the title fall into this category.
- **Supportive Assessment:** These assessments account for 10% of the student's overall grade. Moreover, these assessments focus on scores achieved in independent work towards mastery in the standards.

Student Name: _____ **Grade:** Fifth Grade

The scores recorded in this document reflect your child's performance on this most recent **primary assessment**. More information about the NJ SLS is available at the following web address: <http://www.state.nj.us/education/cccs/>.

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Fifth Grade Common Summative Assessment - Unit 1 Results - English Language Arts

Item #	NJ SLS	Points Possible	Points Earned	Comments/Reflection
1A, 8	NJ SLS RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.	5		
1B, 2B, 3B, 4B, 5B, 6B, 7B, 12, 15	NJ SLS RL/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	9		
2A	NJ SLS RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. NJ SLS RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	1		
3A, 4A, 5A, 6A, 10, 7A	NJ SLS RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. NJ SLS RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	6		
11	NJ SLS L.5.4: Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	1		
13, 14	NJ SLS RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	2		
<u>Total Reading Score:</u>				
Writing Task	NJ SLS W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NJ SLS W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<u>Total Writing Score:</u>		