

Student Name

Elementary School

Homeroom Teacher:

- Principal

School Year:

Grade: 04

**Reporting Scale - Academic Indicators**

Academic indicators reflect student progress towards End of the Year grade level standards.

M = Meets - Student is able to apply skills to a variety of experiences independently with grade level materials.  
 E = Emerging - Student is able to demonstrate knowledge of the skill with support and prompting, but can not yet apply the skill.  
 NM = Not Yet Meeting - Student requires further support in order to demonstrate knowledge of the skill.

**Attendance Record**

T1 T2 T3

Absent  
Tardy

Class: 04S44 / 04 ELA

Teacher:

Class: 04MTH / 01 Math 4th Grade

Teacher:

Class: 04SCI / 01 Science 4th Grade

Teacher:

T1 T2 T3

| Writing   | T1 | T2 | T3 |
|---|----|----|----|
| Write for a variety of purposes using supporting ideas and reasoning (informative, narrative, opinion). |    |    |    |
| Produce clear and coherent writing by planning, revising, and editing with the support of technology.   |    |    |    |
| Conduct short research projects by gathering information from different sources.                        |    |    |    |
| Language  | T1 | T2 | T3 |
| Demonstrate use of grade-level conventions (capitalization, punctuation, spelling, and grammar).        |    |    |    |
| Apply strategies to make meaning of known and unknown words.  |    |    |    |
| Speaking and Listening  | T1 | T2 | T3 |
| Engage in collaborative discussions and express ideas clearly.  |    |    |    |
| Present knowledge and ideas in diverse formats.   |    |    |    |
| Literature:   | T1 | T2 | T3 |
| Determine central message/theme and key details.  |    |    |    |
| Describe story elements and how they affect a text.   |    |    |    |
| Understand text structure and point of view.  |    |    |    |
| Compare and contrast similar themes and topics.   |    |    |    |
| Informational Text:   | T1 | T2 | T3 |
| Determine main idea and recount/explain supporting details.   |    |    |    |
| Compare and contrast key ideas in two or more texts on the same topic.                                  |    |    |    |
| Analyze how text structure, text features, point of view, and author's reasoning influence text.        |    |    |    |
| Foundational Skills   | T1 | T2 | T3 |
| Apply grade-level phonics and word analysis skills in decoding words.                                   |    |    |    |
| Read with sufficient accuracy and fluency to support comprehension.                                     |    |    |    |

**Operations and Algebraic Thinking**

Use the four operations with whole numbers to solve multistep problems.  
 Gain familiarity with factors and multiples.  
 Generate and analyze patterns.

**Number and Operations in Base 10**

Generalize place value understanding for multi-digit whole numbers  
 Use place value understanding and properties of operations to perform multi-digit arithmetic.

**Number and Operations--Fractions**

Extend understanding of fraction equivalence and ordering.  
 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.  
 Understand decimal notation for fractions, and compare decimal fractions.

**Measurement and Data**

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.  
 Represent and interpret data.  
 Understand concepts of angles and measuring angles.

**Geometry**

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Class: 04SS / 01 Social Studies 4th Gr

Teacher:

T1 T2 T3

**Social Studies**

Make connections and draw meaningful conclusions.  
 Demonstrate understanding of key concepts and vocabulary.

T1 T2 T3

T1 T2 T3

| Science  | T1 | T2 | T3 |
|--|----|----|----|
| Ask questions, make observations and gather information.         |    |    |    |
| Demonstrate understanding of scientific concepts and vocabulary. |    |    |    |

Class: 04ART / Art 4th Gr

Teacher:

T1 T2 T3

| Art  | T1 | T2 | T3 |
|--|----|----|----|
| Create, revise, refine, and complete artistic work.                              |    |    |    |
| Analyze, interpret and respond to art and its connection to society and culture. |    |    |    |

Class: 04MU / Music 4th Gr

Teacher:

| Music  | T1 | T2 | T3 |
|--|----|----|----|
| Compose, analyze and perform musical selections vocally and instrumentally.        |    |    |    |
| Analyze, interpret and respond to music and its connection to society and culture. |    |    |    |

Class: 04PE / Physical Education 4th Gr

Teacher:

| PE   | T1 | T2 | T3 |
|--|----|----|----|
| Demonstrates knowledge and application of concepts, rules, principles and strategies in a variety of motor skills and movement patterns individually and team based. |    |    |    |
| Apply knowledge and skills to achieve and maintain lifelong health and physical fitness.   |    |    |    |

Reporting Scale -Social Emotional Learning Standards

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Class: 04SELS / 01 Social Emotional Learning Stan  
Teacher:

| Social Emotional Learning Standards   | T1 | T2 | T3 |
|---|----|----|----|
| Identify and manage one's emotions and behavior   |    |    |    |
| Recognize personal qualities and external supports  |    |    |    |
| Demonstrate skills related to achieving personal and academic goals                                 |    |    |    |
| Recognize the feelings and perspectives of others   |    |    |    |
| Recognize individual and group similarities and differences   |    |    |    |
| Use communication and social skills to interact effectively with others                             |    |    |    |
| Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways |    |    |    |
| Consider ethical, safety, and societal factors in making decisions                                  |    |    |    |
| Apply decision-making skills to deal responsibly with daily academic and social situations          |    |    |    |
| Contribute to the well-being of one's school and community  |    |    |    |