

Attendance Summary:

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy

Academic Performance Level for Fourth Grade Standards					
Name	No Grade/Not Assessed Yet	Not Yet	Approaching Benchmark	Meets Benchmark	Exceeds Benchmark
Score	NG	1	2	3	4

*Comments: NG - Progress is not reported at this time.

Level 1 - A "1" indicates the student is at the earliest stage of learning for a particular benchmark. Because a Level 3 is the end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

Level 2 - A "2" indicates that the student's performance varies in consistency in regard to accuracy, quality, and level of support. Because a Level 3 is an end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

Level 3 - A "3" indicates the student has proficient understanding of the benchmark. This is the goal for each student by the end of the school year.

Level 4 - A "4" indicates the student has advanced understanding of the skill. Typically, a student that has achieved a Level 4 will demonstrate a deeper understanding of the benchmark.

FOURTH GRADE PROGRESS REPORT			
	Term		
	F	W	S
ENGLISH LANGUAGE ARTS			
READING: FOUNDATIONAL SKILLS			
I can read end-of-the-year grade level text accurately and fluently for purpose and understanding.			
READING: LITERATURE			
I can find important details in the text, use evidence and inferences to explain what the text says.			
I can identify the theme of a story, drama or poem using details from the text, AND I can use key ideas and details to summarize the text.			
I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.			
I can determine the meaning of words and phrases as they are used in a text.			
READING: INFORMATIONAL TEXT			
I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
I can identify the main idea, explain how the key details support the main idea and summarize the text in my own words.			
I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.			
I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			

FOURTH GRADE PROGRESS REPORT			
	Term		
	F	W	S
ENGLISH LANGUAGE ARTS CONTINUED			
WRITING			
I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			
I can write an opinion piece that introduces my topic, create an organizational structure in which ideas are grouped to support the writer's purpose, connect my opinions and reasons with linking words, and provide a conclusion that is related to the opinion presented.			
I can write an informative/explanatory text that introduces my topic, groups related information in paragraphs; develops the topic with facts, definitions, concrete details, and quotations; connects ideas within categories of information using linking words; use precise language and domain-specific vocabulary; and provides a conclusion related to the information presented.			
I can write narratives and other creative texts with a narrator or characters to develop real or imagined experiences with concrete words and phrases, sensory details, and a natural sequence that includes: dialogue and description, character reactions; and uses a variety of transitional words and phrases and provides a logical conclusion.			
SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY			
I can paraphrase portion of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			

HEALTH			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

FOURTH GRADE PROGRESS REPORT			
	Term		
	F	W	S
LIBRARY & MEDIA			
DIGITAL CITIZEN			
I can be safe and act responsibly when using technology, identify the influences of digital media, and begin to identify the consequences of my actions in the digital world.			
EMPOWERED READER			
I can use the organization of the library to select and locate books for personal enjoyment, interest, and academic tasks.			
INFORMATION SEEKER & KNOWLEDGE CONSTRUCTOR			
I can locate information from print and/or digital sources; take brief notes, sort evidence into categories, and provide a list of sources.			
CREATIVE COMMUNICATOR & INNOVATIVE DESIGNER			
I can choose from available digital tools to creatively communicate what I know and enrich my learning.			

MATHEMATICS			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

MUSIC			
CREATE: PRESENT			
I can explain and present my musical ideas.			
PERFORM: PRESENT			
I can perform music, alone or with others, with expression, technical accuracy, and interpretation.			
WORK HABITS			
I can make appropriate choices and follow music room expectations with limited guidance.			

PHYSICAL EDUCATION			
OVERHEAD VOLLEY			
I can demonstrate the ability to volley overhead demonstrating two of the five critical elements.			
STRIKING (LONG IMPLEMENT)			
I can demonstrate the ability to strike a stationary ball with a long handled implement, sending it forward while using proper grip for the implement and demonstrating three of the five critical elements.			
PASSING AND RECEIVING WITH FEET AND HANDS			
I can demonstrate passing and receiving (feet or hands) while slow to moderate jogging.			
ENGAGEMENT AND BEHAVIOR			
I can actively engage in physical activity and work cooperatively with others. Including follow the rules in different activities and work safely with equipment and peers.			

SCIENCE			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

FOURTH GRADE PROGRESS REPORT			
	Term		
	F	W	S
SOCIAL AND EMOTIONAL DEVELOPMENT			
I can independently and consistently apply the skills and strategies taught.			

SOCIAL STUDIES			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

VISUAL ART			
CREATE			
I can independently organize and develop artistic ideas and work.			
CONNECT			
I can independently integrate knowledge and personal experiences to create art.			
REFLECT			
I can independently reflect on and refine personal artworks.			

WORK HABITS			
TASK COMPLETION			
I can independently complete tasks in a timely fashion.			
COLLABORATION			
I can be a contributing member of a group.			
ORGANIZATION			
I can organize myself, materials, and space to be prepared for independent learning.			

ORCHESTRA - ELECTIVE			
MUSIC LITERACY			
I can identify and perform basic rhythmic values, standard musical symbols and vocabulary, and notes on the staff with fluency at a steady pulse.			
PERFORMANCE TECHNIQUE			
I can independently perform with proper instrument-specific posture and technique, and can listen and adjust for intonation.			
I can perform with a quality and characteristic tone alone or in an ensemble, and can problem solve to adjust and fix tone quality issues that I hear.			
RESPONSIBILITY AND ACCOUNTABILITY			
I can consistently come on time to lessons, rehearsals, and concerts with my instrument and materials, having completed my weekly assignments.			