

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.			

FOURTH GRADE PROGRESS REPORT			
	Term		
	F	W	S
ENGLISH LANGUAGE ARTS CONTINUED			
WRITING			
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.			
I can use correct capitalization, spelling, and punctuation in written communication.			

LIBRARY & MEDIA			
DIGITAL CITIZEN			
I can explain how to be safe and act responsibly online.			
EMPOWERED READER			
I can use the organization of the library to select and locate books for personal enjoyment, interest, and/or academic tasks.			
INFORMATION SEEKER & KNOWLEDGE CONSTRUCTOR			
I can locate information from print and/or digital sources; sort evidence into categories, and provide a list of sources.			
CREATIVE COMMUNICATOR & INNOVATIVE DESIGNER			
I can use digital tools to creatively communicate what I know and enrich my learning.			

FOURTH GRADE PROGRESS REPORT

	Term		
	F	W	S

HEALTH

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

GEOMETRY AND MEASUREMENT

I can find the area of an irregular shape by separating it into rectangles, finding the area of each and then adding the areas of each back together.			
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NUMBER AND OPERATION

I can understand, plan, solve and check a multi-step real world or mathematical problem and justify the reasonableness of the answer.			
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I can locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions.			
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ALGEBRA

I can use multiplication, division and unknowns to represent a given problem situation using a number sentence. Use number sense, properties of multiplication, and the relationship between multiplication and division to find values for the unknowns that make the number sentences true.			
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MUSIC

CREATE: PRESENT

I can explain and present my musical ideas.			
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PERFORM: PRESENT

I can perform music, alone or with others, with expression, technical accuracy, and interpretation.			
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WORK HABITS

I can make appropriate choices and follow music room expectations with limited guidance.			
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PHYSICAL EDUCATION

OVERHEAD VOLLEY

I can demonstrate the ability to volley overhead demonstrating two of the five critical elements.			
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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.			
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PASSING AND RECEIVING WITH FEET AND HANDS

I can demonstrate passing and receiving (feet or hands) while slow to moderate jogging.			
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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.			
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FOURTH GRADE PROGRESS REPORT

	Term		
	F	W	S

SCIENCE

I can independently demonstrate clear knowledge and understanding of the concepts taught.			
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SOCIAL AND EMOTIONAL DEVELOPMENT

I can independently and consistently apply the skills and strategies taught.			
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SOCIAL STUDIES

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

CREATE

I can independently organize and develop artistic ideas and work.			
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CONNECT

I can independently integrate knowledge and personal experiences to create art.			
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REFLECT

I can independently reflect on and refine personal artworks.			
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WORK HABITS

TASK COMPLETION

I can independently complete tasks in a timely fashion.			
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COLLABORATION

I can be a contributing member of a group.			
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ORGANIZATION

I can organize myself, materials, and space to be prepared for independent learning.			
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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.			
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PERFORMANCE TECHNIQUE

I can independently perform with proper instrument-specific posture and technique, and can listen and adjust for intonation.			
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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.			
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RESPONSIBILITY AND ACCOUNTABILITY

I can consistently come on time to lessons, rehearsals, and concerts with my instrument and materials, having completed my weekly assignments.			
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