



**Grade 4**

**Student** \_\_\_\_\_  
**School Year** \_\_\_\_\_ **School** \_\_\_\_\_  
**Teacher** \_\_\_\_\_

ACADEMIC PERFORMANCE INDICATORS			
Superior Performance.....A	O.....Outstanding		
Above Average Performance.....B	S.....Satisfactory		
Basic Performance.....C	N.....Needs Improvement		
Partial Performance.....D			
Failed to Perform.....F			
ACADEMIC STANDARDS	Trimester		
	1	2	3
<b>Reading</b>			
Comments			
1.1 Fluency (correct words per minute) /120 /120 /120			
1.2-1.6 Vocabulary development			
2.3-2.6 Reading Comprehension			
3.1-3.5 Responds to & analyzes literature			
<b>Writing</b>			
Comments			
<b>Strategies/Applications</b>			
1.2 Creates compositions with an introductory topic sentence, supporting paragraphs, and conclusion			
2.1 Writes narratives			
2.2 Writes response to literature			
2.4 Writes informational report			
<b>Language Conventions</b>			
1.1, 1.3, 1.6, 1.7. Sentence structure, grammar, punctuation			
<b>Spelling</b>			
1.7 Assigned words			
1.7 Application in written work			
<b>Listening &amp; Speaking</b>			
Comments			
1.0 Listens critically and responds appropriately			
2.0 Delivers oral presentations			
<b>Attendance</b>			
Days absent			
Days tardy			

**COMMENTS**

1<sup>st</sup> Trimester Parent attended conference  Yes  No

\_\_\_\_\_

Parent's Signature

COMMENT CODES			
g. Outstanding effort displayed	m. Incomplete/poor		
h. Does neat and careful work	(1) homework,		
i. Always prepared for class	(2) class assignments,		
j. Making steady progress	(3) projects		
k. Classroom test scores low	n. Poor effort displayed		
l. Excessive talking affecting progress	p. Parent conference requested		

PERFORMANCE STANDARDS	Trimester		
	1	2	3
<b>Self-Directed Learner</b>			
<ul style="list-style-type: none"> <li>Uses time productively</li> <li>Works independently</li> <li>Evaluates own work and sets new goals</li> <li>Follows directions</li> <li>Stays on task</li> </ul>			
<b>Constructive Problem Solver</b>			
<ul style="list-style-type: none"> <li>Applies reasoning skills to solve problems</li> <li>Uses a variety of strategies</li> <li>Seeks help/resources when needed</li> </ul>			
<b>Effective Communicator</b>			
<ul style="list-style-type: none"> <li>Participates in class discussions</li> <li>Listens actively to others</li> <li>Uses correct grammar</li> <li>Conveys message clearly</li> </ul>			
<b>Creative Producer</b>			
<ul style="list-style-type: none"> <li>Strives to produce quality work</li> <li>Uses many resources to construct work</li> <li>Shows understanding effectively</li> </ul>			
<b>Community Citizens</b>			
<ul style="list-style-type: none"> <li>Displays positive classroom behavior</li> <li>Displays positive playground behavior</li> <li>Works well with others</li> <li>Respects rights and property of others</li> <li>Accepts responsibility for own actions</li> </ul>			

**COMMENTS**

2<sup>nd</sup> Trimester

ACADEMIC PERFORMANCE INDICATORS				
Ø Not evaluated at this time	1 Below the grade level standard	2 Approaching the grade level standard	3 Proficient at the grade level standard	4 Advanced beyond the grade level standard

	Trimester		
	1	2	3
<b>Math</b>			
Comments			
• Number Sense			
• Algebra and Functions			
• Measurement			
• Geometry			
• Statistics/Data Analysis/Probability			
• Mathematical Reasoning			
<b>Social Studies</b>			
Comments			
<b>Science/Health</b>			
Comments			
<b>Visual Performing Arts</b>			
Comments			
<b>Physical Education</b>			
Comments			
<b>Homework</b>			

**COMMENTS**

3<sup>rd</sup> Trimester

Next Year's Placement \_\_\_\_\_

## Fourth Grade Academic Content Standards and Progress Report



OROVILLE CITY ELEMENTARY SCHOOL DISTRICT

### Reading

Word Analysis, Fluency, and Vocabulary Development: Students read narrative and expository texts aloud with fluency, accuracy, and expression. They apply knowledge of root words, affixes word origins, derivations, and idioms to determine meaning. (1.1-1.6)

Reading Comprehension: Students identify features of informational text. They use a variety of comprehension strategies, such as distinguishing between cause and effect. They follow multiple-step instructions. (2.3-2.6)

Literary Response and Analysis: Students describe various imaginative forms of literature, such as fables and myths. They identify main events, demonstrate understanding of character traits and motivations, compare and contrast tales from different cultures, and identify figurative language, such as simile, metaphor and personifications. (3.1-3.5)

### Writing/Language

Writes Narratives: Students write a story or account of events, experience, or the like which is true or fictitious. (2.1)

Writes Response to Literature: Students show understanding or interpretation of the literature through supporting detail and story elements. (2.2)

Writes Informational Reports: Students write a report giving as much information as possible on a subject. (2.4)

Language Convention: Students write with a mastery of standard English conventions appropriate to fourth grade, attending to sentence structure, grammar, punctuation, and capitalization. (1.1, 1.3, 1.6, 1.7)

### Spelling

Students spell grade-appropriate roots, suffixes, prefixes, and multi-syllable word patterns correctly. (1.7)

Oral Language: Students make oral presentations using proper pacing, modulation, and gestures, and include details, anecdotes, and examples to enhance meaning. They make brief narrative and informational presentations about familiar experiences or interests that include carefully chosen details and incorporate more than one source of information. They recite brief poems and dramatic dialogues.

### Progress Reporting

These marks are used to indicate a student's grade-level proficiency, based on the academic content standards.

#### Academic Performance Indicators

##### 4 – Above the grade-level standard

The student often exceeds the standards for fourth grade. The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills above the fourth grade level.

##### 3 – At the grade-level standard

The student regularly demonstrates proficiency in the majority of the standards for fourth grade. The student, with limited errors, grasps and applies key concepts, processes, and skills for fourth grade.

##### 2 – Approaching the grade-level standard

The student is beginning to, and occasionally does, meet the standards for fourth grade. The student is beginning to grasp and apply key concepts, processes, and skills for fourth grade, but produces work that is still not at grade level.

##### 1 – Below the grade-level standard

The student is not meeting the standards for fourth grade. The student is working below grade level.

These marks are used to indicate a student's effort.

#### Effort Grades

##### O – Outstanding

Social Skills and Work Habits – an “O” indicates the student consistently meets and regularly exceeds expectations for his/her ability.

##### S – Satisfactory

Social Skills and Work Habits – an “S” indicates the student regularly meets expectations for his/her ability.

##### N – Needs Improvement

Social Skills and Work Habits – an “N” indicates the student does not meet expectations for his/her ability.

### Mathematics

Number Sense: Students read, write, compare, and round whole numbers in the millions. Students solve problems using addition, subtraction, multiplication, and division of multi-digit numbers. Students add, subtract, and solve problems using negative numbers. Students compare fractions and decimals. Students read, write, compare, and round decimals to the hundredths. Students add, subtract, and solve problems using decimals to the hundredths.

Algebra and Functions: Students write and solve equations using unknown symbols ( $11 = 3x \div 5$ ). Students use algebraic symbols and conventions such as parenthesis  $[(2 + x) \times 2]$ , juxtapositions  $(3x)$ , and dots.

Measurement and Geometry: Students describe and label two-dimensional figures and three-dimensional objects. Students measure the area and perimeter of different shapes. Students apply the formulas for area and perimeter to rectangles. Students create coordinate graphs and plot points on the graph.

Statistics, Data Analysis, and Probability: Students collect and organize information, make predictions, and draw conclusions. Students represent, interpret and explain data on graphs, tables, and charts. Students identify the mode, median, and mean for sets of data. Students predict possible outcomes of probability experiments and analyze actual outcomes.

Mathematical Reasoning: Students make decisions about how to approach problems. Students use strategies, skills, and concepts in finding solutions. Students move beyond a particular problem by generalizing to other situations.