

**FOURTH GRADE**

**2018-2019 Report Card**

**Academic Performance Scale:**

| **Description** | **Above**  **Grade Level Expectations** | **Meets**  **Grade Level Expectations** | **Below (<1)**  **Grade Level Expectations** | **Significantly Below (>1) Grade Level Expectations** |
| --- | --- | --- | --- | --- |
| **Score** | 4 | 3 | 2 | 1 |

**\*** indicates a modified grade **/** indicates a concept has not been assessed

**Behavior Performance Scale:**

| **Description** | **Above Expectations** | **Meets Expectations** | **Improvement**  **Needed** | **Significant**  **Improvement Needed** |
| --- | --- | --- | --- | --- |
| **Score** | 4 | 3 | 2 | 1 |

**BEHAVIOR**

|  | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
| --- | --- | --- | --- | --- |
| Displays a positive attitude |  |  |  |  |
| Respects peers and adults |  |  |  |  |
| Cooperates with others |  |  |  |  |
| Works independently |  |  |  |  |
| Displays self-control |  |  |  |  |
| Demonstrates and accepts responsibility |  |  |  |  |
| Participates and completes classwork in a timely manner |  |  |  |  |
| Works independently |  |  |  |  |

**READING**

| **Reads grade level texts** | | **Assessed using iReady**  **Fluency is reported separately** | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | 579 and up | 596 and up | 613 and up | 630 and up |
| **3 (On)** | 557-578 | 572-595 | 587-612 | 603-629 |
| **2 (<1 Below)** | 511-556 | 527-571 | 543-586 | 561-602 |
| **1 (>1 Below)** | 100-510 | 100-526 | 100-542 | 100-560 |

| **Determines the meaning of unknown words using a variety of vocabulary strategies** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Demonstrates understanding of decoding skills and context clues to accurately read above grade level text | | | |
| **3 (On)** | Demonstrates understanding of decoding skills and context clues to accurately read grade level text | | | |
| **2 (<1 Below)** | Demonstrates some understanding of decoding skills and context clues to accurately read grade level text | | | |
| **1 (>1 Below)** | Demonstrates little understanding of decoding skills and context clues to accurately read grade level text | | | |

| **Uses comprehension skills** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Effectively applies comprehension strategies to extend and enhance thinking before, during and after reading above grade level texts  Demonstrates insightful understanding of above grade level texts | | | |
| **3 (On)** | Effectively applies comprehension strategies before, during and after reading grade level texts  Demonstrates understanding of grade level texts | | | |
| **2 (<1 Below)** | Applies some comprehension strategies before, during and after reading  Demonstrates some understanding of texts | | | |
| **1 (>1 Below)** | Applies few comprehension strategies before, during and after reading  Demonstrates weak understanding of texts | | | |

**WRITING**

| **Uses correct grammar, capitalization, and punctuation in written work** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Demonstrates exemplary command of mechanics in all written work | | | |
| **3 (On)** | Demonstrates adequate command of mechanics in written work | | | |
| **2 (<1 Below)** | Approaching command of mechanics in written work | | | |
| **1 (>1 Below)** | Does not have command of mechanics in written work | | | |

| **Applies spelling skills to written work** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Scores > 90% on advanced list of words  Demonstrates exemplary command of spelling in **all** written work | | | |
| **3 (On)** | Scores > 80% on grade level list of words  Demonstrates adequate command of spelling in **all** written work | | | |
| **2 (<1 Below)** | Scores between 60% - 80% on grade level words  Approaching command of spelling in written work | | | |
| **1 (>1 Below)** | Scores < 60% on grade level words or is working below grade level in spelling  Does not show command of spelling in written work | | | |

| **Writes a variety of texts using grade level conventions, word choice, organization, and focus** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Consistently writes above grade level on a variety of written texts | | | |
| **3 (On)** | Consistently meets grade level expectations on a variety of written texts | | | |
| **2 (<1 Below)** | Consistently writes <1 grade level below expectations on a variety of written texts | | | |
| **1 (>1 Below)** | Consistently writes significantly below grade level on a variety of written texts | | | |

**MATHEMATICS**

| **Demonstrates an understanding of place value within grade level concepts** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Student can consistently:  Read, write, and identify multi-digit whole numbers above 1 million using number names, base ten numerals, and expanded form;  Compare two multi-digit numbers using <,>,= | | | |
| **3 (On)** | Student can consistently:  Read, write, and identify multi-digit whole numbers up to 1 million using number names, base ten numerals, and expanded form;  Compare two multi-digit numbers using <,>,= | | | |
| **2 (<1 Below)** | Student can sometimes:  Read, write, and identify multi-digit whole numbers up to 1 million using number names, base ten numerals, and expanded form;  Compare two multi-digit numbers using <,>,= | | | |
| **1 (>1 Below)** | Student is unable to:  Read, write, and identify multi-digit whole numbers up to 1 million using number names, base ten numerals, and expanded form;  Compare two multi-digit numbers using <,>,= | | | |

| **Applies addition and subtraction skills to grade level concepts** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Student can consistently:  apply addition and subtraction skills to above grade level concepts | | | |
| **3 (On)** | Student can consistently:  apply addition and subtraction skills to grade level concepts | | | |
| **2 (<1 Below)** | Student can sometimes:  apply addition and subtraction skills to grade level concepts | | | |
| **1 (>1 Below)** | Student is unable to:  apply addition and subtraction skills to grade level concepts | | | |

| **Applies multiplication and division skills to grade level concepts** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Student can consistently:  Multiply a whole number of more than four digits by a one digit whole number and multiply a three-digit number by a two-digit number;  Find whole number quotients and remainders with more than four-digit dividends and one or more digit divisors, and justify the solution  Apply multiplication and division skills to above grade level concepts | | | |
| **3 (On)** | Student can consistently:  Multiply a whole number of up to four digits by a one digit whole number and multiply a two-digit number by a two-digit number;  Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution  Apply multiplication and division skills to grade level concept | | | |
| **2 (<1 Below)** | Student can sometimes:  Multiply a whole number of up to four digits by a one digit whole number and multiply two two-digit numbers;  Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution  Apply multiplication and division skills to grade level concepts | | | |
| **1 (>1 Below)** | Student is unable to:  Multiply a whole number of up to four digits by a one digit whole number and multiply two two-digit numbers;  Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, and justify the solution  Apply multiplication and division skills to grade level concepts | | | |

| **Demonstrates an understanding of fractions within grade level concepts** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Student can consistently:  Recognize and generate equivalent fractions  Understand and solve addition and subtraction of fractions and mixed numbers with unlike denominators  Solve problems involving multiplication of a fraction by a fractions | | | |
| **3 (On)** | Student can consistently:  Recognize and generate equivalent fractions  Understand and solve addition and subtraction of fractions and mixed numbers with like denominators  Solve problems involving multiplication of a fraction by a whole number | | | |
| **2 (<1 Below)** | Student can sometimes:  Recognize and generate equivalent fractions  Understand and solve addition and subtraction of fractions and mixed numbers with like denominators  Solve problems involving multiplication of a fraction by a whole number | | | |
| **1 (>1 Below)** | Student is unable to:  Recognize and generate equivalent fractions  Understand and solve addition and subtraction of fractions and mixed numbers with like denominators  Solve problems involving multiplication of a fraction by a whole numbers | | | |

| **Demonstrates an understanding of decimals within grade level concepts** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Student can consistently:  Read, write, and identify decimals to past the hundredths place using number names, base ten numerals, and expanded form  Use decimal notation for fractions with denominators other than 10 or 100  Compare two decimals past the hundredths place using <, >, = | | | |
| **3 (On)** | Student can consistently:  Read, write, and identify decimals to the hundredths place using number names, base ten numerals, and expanded form  Use decimal notation for fractions with denominators of 10 or 100  Compare two decimals to the hundredths place using <, >, = | | | |
| **2 (<1 Below)** | Student can sometimes:  Read, write, and identify decimals to the hundredths place using number names, base ten numerals, and expanded form  Use decimal notation for fractions with denominators of 10 or 100  Compare two decimals to the hundredths place using <, >, = | | | |
| **1 (>1 Below)** | Student is unable to:  Read, write, and identify decimals to the hundredths place using number names, base ten numerals, and expanded form  Use decimal notation for fractions with denominators of 10 or 100  Compare two decimals to the hundredths place using <, >, = | | | |

| **Demonstrates an understanding of geometry within grade level concepts** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Student can consistently:  Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines  Classify two-dimensional and three-dimensional shapes by their sides and/or angles  Construct lines of symmetry for a two-dimensional figure  Understand the concepts of angles, measure angles, and draw angles using a protractor | | | |
| **3 (On)** | Student can consistently:  Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines  Classify two-dimensional shapes by their sides and/or angles  Construct lines of symmetry for a two-dimensional figure  Understand the concepts of angles, measure angles, and draw angles using a protractor | | | |
| **2 (<1 Below)** | Student can sometimes:  Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines  Classify two-dimensional shapes by their sides and/or angles  Construct lines of symmetry for a two-dimensional figure  Understand the concepts of angles, measure angles, and draw angles using a protractor | | | |
| **1 (>1 Below)** | Student is unable to:  Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines  Classify two-dimensional shapes by their sides and/or angles  Construct lines of symmetry for a two-dimensional figure  Understand the concepts of angles, measure angles, and draw angles using a protractor | | | |

| **Demonstrates an understanding of measurement within grade level concepts** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Student can consistently:  Apply measurement and conversion skills to solve above grade level problems  Use the four operations to solve above grade level problems involving distances, intervals of time, liquid volume, weight of objects and money  Apply the area, perimeter, and volume formulas to solve problems | | | |
| **3 (On)** | Student can consistently:  Apply measurement and conversion skills to solve grade level problems  Use the four operations to solve grade level problems involving distances, intervals of time, liquid volume, weight of objects and money  Apply the area and perimeter formulas for rectangles to solve problems | | | |
| **2 (<1 Below)** | Student can sometimes:  Apply measurement and conversion skills to solve grade level problems  Use the four operations to solve grade level problems involving distances, intervals of time, liquid volume, weight of objects and money  Apply the area and perimeter formulas for rectangles to solve problems | | | |
| **1 (>1 Below)** | Student is unable to:  Apply measurement and conversion skills to solve grade level problems  Use the four operations to solve grade level problems involving distances, intervals of time, liquid volume, weight of objects and money  Apply the area and perimeter formulas for rectangles to solve problems | | | |

| **Demonstrates the ability to interpret and use data within grade level concepts** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Students can consistently:  Create frequency tables and line plots to display data  Interpret data to solve above grade level problems involving all four operations  Analyze data in a frequency table, line plot, bar graph, and picture graph to solve problems | | | |
| **3 (On)** | Students can consistently:  Create frequency tables and line plots to display data  Interpret data to solve grade level problems involving addition and subtraction  Analyze data in a frequency table, line plot, bar graph, and picture graph to solve problems | | | |
| **2 (<1 Below)** | Student can sometimes:  Create frequency tables and line plots to display data  Interpret data to solve grade level problems involving addition and subtraction  Analyze data in a frequency table, line plot, bar graph, and picture graph to solve problems | | | |
| **1 (>1 Below)** | Student is unable to:  Create frequency tables and line plots to display data  Interpret data to solve grade level problems involving addition and subtraction  Analyze data in a frequency table, line plot, bar graph, and picture graph to solve problems | | | |

**SOCIAL STUDIES**

| **Demonstrates an understanding of Constitutional Democracy** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Exceeds mastery of grade-level standard | | | |
| **3 (On)** | Demonstrates mastery of Constitutional Democracy | | | |
| **2 (<1 Below)** | Demonstrates some mastery of Constitutional Democracy | | | |
| **1 (>1 Below)** | Demonstrates little mastery of Constitutional Democracy | | | |

| **Demonstrates an understanding of history** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Exceeds mastery of grade-level standard | | | |
| **3 (On)** | Demonstrates mastery of history | | | |
| **2 (<1 Below)** | Demonstrates some mastery of history | | | |
| **1 (>1 Below)** | Demonstrates little mastery of history | | | |

| **Demonstrates an understanding of government** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Exceeds mastery of grade-level standard | | | |
| **3 (On)** | Demonstrates a mastery of government | | | |
| **2 (<1 Below)** | Demonstrates some mastery of government | | | |
| **1 (>1 Below)** | Demonstrates little mastery of government | | | |

| **Demonstrates an understanding of economics** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Exceeds mastery of grade-level standard | | | |
| **3 (On)** | Demonstrates a mastery of economic principles | | | |
| **2 (<1 Below)** | Demonstrates some mastery of economic principles | | | |
| **1 (>1 Below)** | Demonstrates little mastery of economic principles | | | |

| **Demonstrates an understanding of geography** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Exceeds mastery of grade-level standard | | | |
| **3 (On)** | Demonstrates a mastery of geography | | | |
| **2 (<1 Below)** | Demonstrates some mastery of geography | | | |
| **1 (>1 Below)** | Demonstrates little mastery of geography | | | |

**SCIENCE / HEALTH**

| **Demonstrates an understanding of energy, motion, and forces** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Exceeds mastery of grade-level standard | | | |
| **3 (On)** | Demonstrates a mastery of energy, motion, and electricity | | | |
| **2 (<1 Below)** | Demonstrates some mastery of energy, motion, and electricity | | | |
| **1 (>1 Below)** | Demonstrates little mastery of energy, motion, and electricity | | | |

| **Demonstrates an understanding of life science** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Exceeds mastery of grade-level standard | | | |
| **3 (On)** | Demonstrates a mastery of human body, plants, and animals | | | |
| **2 (<1 Below)** | Demonstrates some mastery of human body, plants, and animals | | | |
| **1 (>1 Below)** | Demonstrates little mastery of human body, plants, and animals | | | |

| **Demonstrates an understanding of the Earth’s systems** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Exceeds mastery of grade-level standard | | | |
| **3 (On)** | Demonstrates a mastery of the rock cycle and Earth’s processes | | | |
| **2 (<1 Below)** | Demonstrates some mastery of the rock cycle and Earth’s processes | | | |
| **1 (>1 Below)** | Demonstrates little mastery of the rock cycle and Earth’s processes | | | |

| **Demonstrates an understanding of engineering design** | | | | |
| --- | --- | --- | --- | --- |
|  | **1st quarter** | **2nd quarter** | **3rd quarter** | **4th quarter** |
| **4 (Above)** | Exceeds mastery of engineering design | | | |
| **3 (On)** | Demonstrates a mastery of engineering design | | | |
| **2 (<1 Below)** | Demonstrates some mastery of engineering design | | | |
| **1 (>1 Below)** | Demonstrates little mastery of engineering design | | | |