



Student Information	
Student Name:	
Student ID:	
School Year:	2014-2015
Grade:	4
Teacher	

School Information	
School Name:	
Principal:	
School Phone:	
School Address:	

Academic Performance Key		
5	Exemplary	The student consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level. Above grade level standards/expectations.
4	Proficient	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/expectations.
3	Approaching Proficient	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of grade level standards/expectations.
2	Not Yet Proficient	The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.
1	Insufficient Evidence Towards Standard	Proficiency cannot be determined due to missing assignments, and/or length of time in school.
X	Not Applicable	The standard was not taught or assessed this semester. X's are given because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others are phased in as the school year progresses.

READING	S1	S2
Foundational Skills (Phonics, Word Recognition, Fluency)		
Apply grade level phonics and word analysis skills in decoding words (all letter-sound combinations and patterns, syllabication patterns, root words, prefixes, suffixes) in and out of context. RF.4.3		
Read grade level text accurately and fluently (easy, smooth, automatic) to support comprehension. RF.4.4		
Literature and Informational Text		
Determine the theme of a text, summarize the text; compare and contrast similar themes and topics (e.g., opposition of good and evil) and patterns of events. RL.4.2&3		
Describe in depth a character, setting, or event in a story drawing on specific details in the text (e.g., character's thoughts, words, or actions). RL.4.3		
Compare/contrast the point of view from which different stories are narrated, including the difference between first-person and third-person narrations. RL.4.6		
Read and comprehend grade level text and use reading strategies (e.g., take notes, make inferences, visualize, re-read) to understand difficult text. RL.4.10, RI.4.10		
Identify the main idea and how key details from the text support the main ideas; summarize the text. RI.4.2		
Explain events, procedures, ideas, or concepts including what happened and why, based on specific information in the text. Explain how reasons and evidence support the points in a text. RI.4.3&8		
Use strategies (context clues, root words) and resources (glossary, dictionary, charts, timelines) to determine meaning of content words or phrases (erosion, mineral) to show understanding. RI.4.4&7		
Describe the overall structure (e.g., chronology, comparison, cause/effect, problems/solution) of events, ideas, concepts, or information in a text. RI.4.5		

WRITING	S1	S2
Write an Opinion: Introduce topic and opinion, organize ideas, give reasons supported by facts/details, link opinions (e.g., for instance, in addition), provide conclusion related to opinion. W.4.1		
Write to Explain: Introduce topic, group related information in paragraphs, link information (details, quotations, examples) using words and phrases (another, for example), write conclusion. W.4.2		
Write a Narrative: Set the scene, use dialogue and description, sequence events, signal changes in time by using transition words, use concrete words and sensory details, provide a conclusion. W.4.3		
Use technology, including the internet, to produce and publish writing and collaborate with others; use proper keyboarding skills to type a minimum of one page in a single sitting (45 min). W.4.6		
Produce research projects by investigating different aspects of a topic; take notes and categorize information; list sources used; give textual evidence to strengthen analysis and reflection. W.4.7-9		

Student:	Teacher:
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LANGUAGE	S1	S2
Conventions of Standard English		
Use correct grammar when writing or speaking (relative pronouns, progressive verb tenses, prepositional phrases); use complete sentences recognizing fragments and run-ons. L.4.1		
Use capitalization, punctuation, and correct spelling when writing (e.g., commas and quotation marks in dialogue and when taking words directly from a text, commas before conjunctions). L.4.2		
Vocabulary Acquisition and Use		
Determine the meaning of unknown and multiple-meaning words using context clues, prefixes, suffixes, root-words; use reference materials (glossaries, dictionaries, thesauruses). L.4.4		
Interpret figurative language (similes, metaphors, idioms, adages, proverbs); determine word relationships (antonyms, synonyms) and word meanings. L.4.5		
Accurately use grade-appropriate conversational, academic, and content specific words and phrases, including words that signal precise actions, emotions, or states of being. L.4.6		

SPEAKING AND LISTENING	S1	S2
Participate in discussions (follow discussion rules, carry out assigned role); stay on topic (ask questions, comment); link to remarks of others; explain own ideas and what was learned. SL.4.1		
Report on a topic or text, tell a story or recount an experience with facts and relevant descriptive details that support main ideas or themes, speaking clearly at an understandable pace. SL.4.4		

MATHEMATICS	S1	S2
Operations and Algebraic Thinking		
Distinguish between multiplicative (as many times as) and additive (more) comparisons; write equations for and solve multiplication/division word problems involving multiplicative comparisons. OA.1&2		
Solve multi-step word problems by writing equations with a variable as the unknown; use mental math or estimation strategies to check the reasonableness of answer; interpret remainders. OA.3		
Define factors, multiples, prime and composite; list all factor pairs for a given whole number; determine multiples of a given whole number; determine if a number is prime or composite. OA.4		
Number and Operations in Base Ten (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)		
Explain the value of each digit in a multi-digit number as ten times the digit to the right (e.g., in the number 750, recognize that $50 \div 5 = 10$ and $700 \div 70 = 10$). NBT.1		
Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare multi-digit numbers using place value; record the comparison using $<$, $>$, or $=$. NBT.2		
Use place value understanding to round multi-digit whole numbers to any place. NBT.3		
Fluently add and subtract multi-digit whole numbers using the standard algorithm. NBT.4		
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using various strategies. Illustrate and explain the calculation. NBT.5		
Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors using various strategies. Illustrate and explain the calculation. NBT.6		
Number and Operations-Fractions (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)		
Explain why fractions are equivalent using models; generate equivalent fractions by multiplying or dividing the numerator and denominator by the same number; use visual models to justify process. NF.1		
Compare two given fractions with different numerators and denominators using $>$, $<$, or $=$ and justify the comparison. NF.2		
Use visual models to add and subtract fractions with the same whole, to decompose a fraction in multiple ways, or to add or subtract mixed fractions. Solve addition and subtraction word problems. NF.3		
Apply and extend previous understanding of multiplication to multiply a fraction by a whole number. NF.4		
Rewrite a fraction with a denominator 10 as an equivalent fraction with denominator 100. Add two fractions with denominators 10 and 100. NF.5		
Use decimal notation for fractions with denominators 10 or 100 (e.g., 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram). NF.6		
Compare two decimals to hundredths by reasoning about their size. Record the results of comparisons using $>$, $<$, $=$, and justify the conclusions. NF.7		

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Mathematics (continued)	S1	S2
Measurement and Data		
Solve word problems using various measurements expressed by whole numbers, fractions, and decimals. Convert measurements given in larger units into equivalent measurements in smaller units. MD.2		
Apply the area and perimeter formulas for rectangles in real world and mathematical problems. MD.3		
Make a line plot to display a data set of measurements in fractions. Solve problems involving addition and subtraction of fractions by using the information presented in line plots. MD.4		
Geometry		
Draw and identify lines and angles; classify shapes by properties of their lines and angles; define, identify and draw the lines of symmetry for two-dimensional figures. G.1-3		

SCIENCE	S1	S2
Understand the concepts of units taught (Life Science, Earth Science, Physical Science). SC.1		
Use the Scientific Inquiry process to pose questions and investigate the natural world. SC.2		

SOCIAL SCIENCE	S1	S2
Understand the concepts of units taught (Civics/Government, Economics, History, and Geography). SS.1		

HEALTH	S1	S2
Understand the concepts of units taught (Healthy decisions on matters concerning personal, family and community health). HL.1		

PHYSICAL EDUCATION	S1	S2
Be actively engaged and participate. PE.1		
Demonstrate competency in motor skills and movement patterns. PE.2		

MUSIC EDUCATION	S1	S2
Sing with appropriate range and tone. M.1		
Perform on instruments with appropriate technique. M.2		
Read and perform music from notation. M.3		

APPLICATION OF LIFE SKILLS ('X' = Student Needs Improvement)	S1	S2
Work Ethic		
Shows positive attitude towards learning		
Works Independently		
Participates in group activities		
Follows directions		
Strives for quality work		
Listens attentively		
Responsibility and Integrity		
Takes responsibility for choices and actions		
Follows school routines and expectations		
Makes appropriate transitions between activities		
Organizes self, materials, and belongings		
Solves problems appropriately		
Completes classroom assignments on time		
Completes and return homework on time		
Compassion and Respect		
Demonstrates respect for adults		
Respects individual differences and rights of other students		
Respects school environment and materials		

Student: _____ **Teacher:** _____

ATTENDANCE	S1	S2
Days Present		
Days Absent		
Days Tardy		

TEACHER COMMENTS

Semester 1

Large empty rectangular area for teacher comments for Semester 1.

Semester 2

Large empty rectangular area for teacher comments for Semester 2.

SCHOOL MESSAGE

Large empty rectangular area for school message.