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| A logo for a school  Description automatically generated  **Issaquah, Washington** | **SAMPLE ELEMENTARY School**  Science Tech 4th Grade Report Card  Year 2024-25 |
| This report card provides information on your student's performance in class.  The report card provides students and caregivers information on the progress of your student toward mastery of grade-level state standards.  Grades are based on how well your student has performed so far in class work and tests.  At semester 1, your student’s grade is based on the lessons taught in semester 1.   At the end of the year, your student’s grade is an indicator of their level of mastery of grade level standards.  For details about learning expectations and term use in the report card, please refer to the [Guide to the Elementary Report Card](file:///C:/fs/pages/2490) on the Issaquah School District website: from the ISD homepage select Academics look for the direct link to the Guide to the Elementary Report Card.  Your student is also provided a Test Score Report via email within a few weeks of receiving this report card.  The Test Score Report provides information on how your student scored on district and/or state standardized assessments, another way of viewing academic progress. | |

**Student: Joe Sample Teacher: Jane Do**

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|  | Sem 1 | Sem 2 |  | For details about learning expectations and term use in the report card, please refer to the Parent/Guardian Reference Guide on the Issaquah School District website (from the ISD homepage>Academics>Elementary Report Cards). |
| Absent |  |  |  |
| Tardy |  |  |  |
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| **Scoring Key for Behaviors that Promote Learning**  C: Consistently  M: Meeting behavior expectations  E: Emerging grade-level skills  G: Growth area, receives supports |  | **Scoring Key for Academic Performance** 4: Mastery  3: Proficiency  2: Basic  1: Below grade level  NA: Not assessed this semester  NG: No grade  Y: Yes, supplemental progress report provided |

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| **Supplemental Progress Report** | Sem 1 | Sem 2 |
| If marked, this student will receive one or more supplemental progress reports from a certificated specialist from a program such as SAGE, multilingual learning, speech or occupational therapy, LRC or Title/LAP. | Y or blank |  |

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| **Behaviors that Promote Learning** *Based on the State SEL Standards referenced in parenthesis* | Sem 1 | Sem 2 |
| Manages emotions and impulses in class (SEL standard 2A) |  |  |
| Follows routines & directions (SEL standard 2B) |  |  |
| Organizes and stays focused on work (SEL standard 3A) |  |  |
| Collaborates with peers during lessons (SEL standard 5A) |  |  |
| Advocates for self in positive ways such as asking questions or seeking help (SEL standards 3B, 3C) |  |  |
| Engages in positive relationships and problem solving (SEL standards 5A, B, C) |  |  |

Area for Comments

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| **Literacy:** *Development of reading, writing, listening, and speaking skills to effectively comprehend, communicate, and engage with various forms of texts and information* | Sem 1 | Sem 2 |
| **Reading: Foundational Skills -** Understanding and using phonemic awareness and phonics knowledge to support accuracy and fluency. |  |  |
| **Reading: Informational Text-** comprehending and analyzing non-fiction text to gain knowledge and understanding. |  |  |
| **Reading: Literary Text-** Exploring and interpreting stories to understand themes, characters, and literary elements. |  |  |
| **Language: Vocabulary-** Understanding of words and their meanings in order to communicate and comprehend across subject areas. |  |  |
| **Language: Grammar & Conventions-** Study and application of rules and structures of language in order to clearly communicate while speaking and writing. |  |  |
| **Writing Informational Text-**Using appropriate language, detail, and organization to educate readers on a specific topic. |  |  |
| **Writing: Opinion Text-**Using reasons and examples to persuade or inform readers about the author's stance on a belief or topic. |  |  |
| **Writing: Narrative Text-** Crafting stories that depict characters, settings, and events, engaging readers through plot development and descriptive language. |  |  |

Area for Comments

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| **Math:**Standards require conceptual knowledge, computational fluency and application of mathematical practices in each area. | Sem 1 | Sem 2 |
| **Operations and Algebraic Thinking:** Use the four operations with whole numbers to solve problems, gain familiarity with factors and multiples and generate/analyze patterns. Modules 1, 3, 7) |  |  |
| **Number and Operations in Base Ten:** Generalize place value understanding for multi-digit whole numbers and decimals and use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add/subtract within 1,000,000. (Modules 1, 3, 7) |  |  |
| **Number and Operations - Fractions:** Understand and compare fractions, add/subtract/multiply fractions, and solve word problems. Understand decimal notation for fractions, compare decimal fractions. (Modules 5, 6) |  |  |
| **Measurement and Data:** Solve problems involving measurement and conversion of measurements, represent and interpret data, and understand concepts of angle and measure angles. (Modules 2, 3, 4, 5, 6, 7) |  |  |
| **Geometry:** Draw and identify lines and angles and classify shapes by properties of their lines and angles. (Module 4) |  |  |

Area for Comments

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| **Science and Social Studies:**Building knowledge and engaging in inquiryand design thinking | Sem 1 | Sem 2 |
| Science: Modeling Matter unit |  |  |
| Science: The Earth System unit |  |  |
| Science: Ecosystem Restoration unit |  |  |
| Social Studies: U.S. First People, Encounter, and Colonization unit |  |  |
| Social Studies: U.S. Revolution unit |  |  |
| Social Studies: U.S. Government unit |  |  |

Area for Comments

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| **Music** | Sem 1 | Sem 2 |
| Demonstrating behaviors that promote learning |  |  |
| Demonstrating skills and concepts |  |  |

Area for Comments (Small)

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| **Health and Fitness** | Sem 1 | Sem 2 |
| Demonstrating behaviors that promote learning |  |  |
| Demonstrating skills and concepts |  |  |

Area for Comments (Small)