

Grade 4 Report Card

Student Name:	Date of Report:
Teacher:	School:

ATTENDANCE							
T1		T2		T3		ANNUAL TOTALS	
ABSENT	TARDY	ABSENT	TARDY	ABSENT	TARDY	ABSENT	TARDY



PURPOSE STATEMENT

The purpose of this report card is to communicate with parents and students about each students' individualized growth and mastery with regard to specific learning standards and areas that extend beyond traditional academic indicators.

TRANSFORMATIVE GOALS		
Within and beyond the school walls, learners independently seek to:		
Personal	Cultural	Global
Explore and develop personal interests, inquiries, and passions.	Navigate diverse sources and perspectives to reach discerning and thoughtful understandings.	Use processes (e.g., design thinking, creative problem solving, and systems thinking) to develop solutions and understand that failure is an integral part of the learning process.
Craft communication through choices informed by audience and purpose, strategic uses of evidence, and command of language.	Advocate for self and others by drawing on compassion and courage to speak up for what is right and just.	Investigate challenging contemporary global and local issues by pursuing questions or lines of thinking.
Set learning goal(s) that are pursued and evaluated until the goal(s) are realized or new ideas emerge.	Share stories, ideas, and points of view while engaging others to think interdependently and act collectively.	Make informed choices that support the physical, social, and emotional health and well-being of self, community, and society.

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Student Name:

Date of Report:

Teacher Narrative:

Trimester 1

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ENGLISH LANGUAGE ARTS				T1	T2	T3	MATHEMATICS				T1	T2	T3
Foundational Skills							Math Comment						
Reads with accuracy & fluency							Number and Operations in Base Ten						
Vocabulary							Applies place value concepts to show understanding of multi-digit whole numbers to 1,000,000						
Demonstrates understanding of vocabulary							Uses place value understanding and properties of operations to perform multi-digit arithmetic in addition and subtraction						
Demonstrates understanding of figurative language							Uses place value understanding and properties of operations to perform multi-digit arithmetic in multiplication and division						
Reading Informational Text							Numbers and Operations: Fractions						
Determines the main idea and relevant details of a text							Generates equivalencies and compares fractions						
Accurately summarizes the text							Solves problems involving addition and subtraction of fractions and mixed numbers with like denominators						
Cites details and examples directly stated in the text to support a response							Solves problems involving multiplication of a whole number by a fraction						
Uses the details and examples in the text to make inferences and draw conclusions							Connects decimal notation to fractions and compares decimal fractions						
Uses text structure and/or text features to understand information							Operations and Algebraic Thinking						
Reading Literature							Interprets a multiplication equation as a comparison						
Analyzes details in a text to determine a theme							Represents and solves problems (including multi-step) involving the four operations						
Cites details and examples directly stated in the text to support a response							Applies number theory concepts to find factors and multiples						
Uses details and examples in the text to make inferences and draw conclusions							Determines whether a whole number is prime, composite and/or square						
Demonstrates an understanding of literary elements (character, setting, and plot)							Generates and analyzes patterns using one rule						
Accurately summarizes the text							Geometry						
Compares and contrasts literary elements and/or points of view in literature							Draws lines and angles and identifies these in two-dimensional figures						
Text Dependent Analysis							Classifies two-dimensional figures by properties of their lines and angles						
Uses evidence from literary or informational text to develop a well-written analysis of text							Recognizes symmetric figures and draws line(s) of symmetry						
Writing							Measurement and Data						
Develops habits of writing (plans, reflects, revises, edits, etc.)							Solves problems involving measurements and conversion of measurements						
Demonstrates knowledge of a topic through research							Organizes, represents and interprets data						
Writes legibly							Solves problems involving measurement of angles						
Modes of Writing: T1-Narrative T2-Informational T3-Opinion							Standards for Mathematical Practice						
Domains of Writing							Makes sense of problems and perseveres in solving them						
Focus - stays on topic and makes a point													
Content - develops topic with details/examples													

Organization - writes in a logical order			
Style - varies sentence structure and word choice			
Conventions - grammar, mechanics and spelling			

Uses numbers and symbols to describe math situations			
Makes logical arguments and responds to the mathematical thinking of others			
Uses various models to make sense of and solve problems			
Uses math tools effectively to solve problems			
Uses precision when solving problems and communicating ideas			
Connects mathematical ideas to solve problems			
Solves problems by looking for rules and patterns			

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SOCIAL STUDIES	T1	T2	T3	SCIENCE	T1	T2	T3
Demonstrates knowledge of concepts, content, and vocabulary from units on Pennsylvania's geography and history				Science Concepts			
Investigates civics, history, geography or economics using a variety of resources				Demonstrates knowledge of concepts, content and vocabulary from units: Life Science, Physical Science, and Earth Science			
				Science and Engineering Practices			
				Asks questions and defines problems			
				Obtains, evaluates and communicates information			
				Plans and carries out investigations using models			
				Uses data/evidence to construct explanations and design solutions			

SPECIALS AREAS

ART	T1	T2	T3	Teacher Comments:
Performance Level				
Knows and uses the elements & principles of art to create a unique work of art				
Demonstrates an understanding of materials, concepts and techniques of art making				
Characteristics of a Successful Learner Indicators				
Listens to and carries out teacher directions, participates well, and shows respect.				
Puts forth consistent effort, seeks out challenges, and strives for improvement				

MUSIC	T1	T2	T3	Teacher Comments:
Performance Level				
Performs and creates musical ideas through singing, instrument playing, and movement				
Responds and connects musical knowledge and experiences through multimodal activities				
Characteristics of a Successful Learner Indicators				
Participates and shows consistent effort in musical activities and discussions				
Demonstrates positive and respectful attitude and behaviors				

PHYSICAL EDUCATION	T1	T2	T3	Teacher Comments:

Performance Level			
Demonstrates competency in a variety of motor skills and movement patterns			
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness			
Characteristics of a Successful Learner Indicators			
Exhibits responsible personal and social behavior that respects self and others			

FLES	T1	T2	T3
Performance Level			
Student is developing an awareness of diverse cultures and communities			
Student communicates using the target language at an appropriate level			
Characteristics of a Successful Learner Indicators			
Student engages in the target language through communication, movement, games, songs, active listening, and writing.			

Teacher Comments:

Performance Levels	
4 - Applying:	The student's performance is meeting the grade level standard. The student applies key concepts, processes, and skills at a complex level.
3 - Meeting:	The student's performance consistently meets the grade level standard. The student grasps key concepts, processes, and skills.
2 - Approaching:	The student's performance is approaching the grade level standard. The student is developing an understanding of key concepts, processes, and skills.
1 - Emerging:	The student's performance does not meet the grade level standard. The student demonstrates a limited understanding of key concepts, processes, and skills.