



(School Year) **Palo Alto Unified School District**

Mom 04 STUDENT	95033667	Grade 04 STUDENT	Grade 04
518 Memorial Way		Elementary School Name	
Stanford, CA 94305-5015		Gr4 Teacher	

The purpose of this progress report is to communicate students' social-emotional learning and academic progress based on PAUSD expectations and as informed by the Common Core State Standards. It highlights current performance levels, student strengths, and areas for continued growth.

Trimester 3 (T3) Overall Comments
Teacher comment goes here

Trimester 2 (T2) Overall Comments
Teacher comment goes here

Trimester 1 (T1) Overall Comments
Teacher comment goes here

Social and Emotional Learning Progress Indicators

S	Area of strength
P	Progressing
C	Area of concern

Social and Emotional Learning		T1	T2	T3
Self-Management	Chooses appropriate language and voice to convey responses and opinions to a range of adults and peers			
	Manages time and materials effectively to complete learning tasks			
	Shows initiative to complete tasks independently using a variety of strategies			
	Engages in new experiences and applies learning from these experiences to new situations			
	Persists with tasks when faced with challenges and adapts approach where first attempts are not successful			
Self-Awareness	Describes personal strengths and challenges and identifies skills for growth			
	Demonstrates and recognizes personal best effort			
	Is aware that personal actions affect others, modifies behavior, and accepts constructive input for improvement			
Social Awareness	Appreciates the value of diverse perspectives and describes different points of view			
	Follows classroom routines and procedures and is a positive influence			
	Forms and maintains positive relationships with classmates: includes others in classroom groups and playground games			
Relationship Skills	Demonstrates active listening and appropriate responses to opinions and ideas different from one's own			
	Contributes to the successful completion of group tasks through cooperation and compromise			
	Uses a range of conflict-resolution strategies to negotiate positive outcomes to problems			

Social and Emotional Learning Comments

T3: Teacher has the option of putting a comment here

Progress Indicators for Academics (T1, T2) End of Year Progress (T3)

S	Area of strength	X	Exceeded standard
P	Progressing	M	Met standard
C	Area of concern	N	Did not meet standard
NA	Not taught or not assessed		

English Language Arts				
Reading		T1	T2	T3
Key Ideas/Details	Discusses the central theme in fictional texts using details and inferences about characters, setting, and plot events			
	Summarizes a variety of informational texts using details and inferences about events, procedures, ideas, or concepts			
Craft/Structure	Compares and contrasts different accounts of the same event			
	Describes overall structure in fiction and nonfiction texts			
Integration of Knowledge and Ideas	Compares and contrasts similar themes, topics, and patterns of events in stories			
	Combines a variety of information from two sources in order to write or speak about a topic knowledgeably			
Foundational Skills	Reads grade-level texts with expression, accuracy, and fluency			
Range of Reading	Understands grade-level texts in a variety of genres (e.g., folk tales, fairy tales, and science texts)			
Writing		T1	T2	T3
Types and Purposes	Writes narratives of real and imagined experiences using descriptive details with clear event sequences			
	Writes informational texts in paragraphs to clearly share facts and ideas			
	Writes opinion pieces supporting a point of view with reasons and facts			
Production and Distribution	Plans, revises, and edits writing			
	Uses a variety of digital tools to collaborate, produce, and publish			
Research to Build and Present Knowledge	Conducts short research projects using note-taking, summarizing, and paraphrasing skills			
	Draws evidence from literary or informational texts, providing a list of sources			
Range of writing	Writes routinely over extended and shorter time frames for a variety of purposes			
Listening/Speaking		T1	T2	T3
Comprehension and Collaboration	Engages in small and large-group conversations respectfully, builds on ideas of others, and expresses own ideas and evidence clearly			
Presentation of Knowledge and Ideas	Speaks clearly with appropriate pacing to report on a topic or text, tell a story, or recount an experience in an organized manner			
Language		T1	T2	T3
Conventions of Standard English	Speaks and writes using grade-appropriate conventions and spelling			
Vocabulary Acquisition and Use	Determines the meaning of new, unknown, and multiple-meaning words			

English Language Arts Comments

T3: Teacher has the option of putting a comment here

	Mathematics	T1	T2	T3
Operations and Algebraic Thinking	Uses the four operations (+, -, x, ÷) to solve multi-step word problems			
	Finds all factor pairs for a whole number in the range from one to 100			
Fractions	Calculates and explains fraction equivalence			
	Applies understanding of addition, subtraction, and multiplication to fractions			
	Understands and compares decimal fractions with denominators of 10 and 100			
Measurement	Solves problems using measurements with a variety of units			
Geometry	Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles			
Number and Operations in Base 10	Uses place value understanding to perform multi-digit operations in addition, subtraction, multiplication, and division			
Math Practices	Makes sense of problems and perseveres in solving them: students discuss problem-solving strategies and recognize the connections between them and use different strategies to check their own work			
	Constructs viable arguments and critiques the reasoning of others: students explain and defend their own thinking, respond to others' explanations, and ask appropriate questions			
	Uses appropriate tools strategically: when solving a problem, students understand which tools are the most appropriate to use (e.g., objects, diagrams, and estimation)			
	Attends to precision: students accurately calculate, measure, and communicate with precise math language			

Mathematics Comments

T3: Teacher has the option of putting a comment here

	Science	T1	T2	T3
Content	Demonstrates an understanding of content and concepts in physical science			
	Demonstrates an understanding of content and concepts in earth science			
	Demonstrates an understanding of content and concepts in life science			
Process Skills	Differentiates observations from inference (interpretation) and knows scientists' explanations come partly from what they observe and partly from how they interpret their observations			
	Formulates and justifies predictions based on cause-and-effect relationships			
	Conducts multiple trials to test a prediction and draws conclusions			
	Follows a set of written instructions for a scientific investigation			

Science Comments

T3: Teacher has the option of putting a comment here

	Social Studies	T1	T2	T3
	Demonstrates an understanding of content, concepts, and vocabulary			
	Applies critical thinking and cultural awareness in discussions			

Social Studies Comments

T3: Teacher has the option of putting a comment here

Art, Music and PE Progress Indicators
End of Year Progress (T3, Music and PE)

S	Area of strength	X	Exceeded standard
P	Progressing	M	Met standard
C	Area of concern	N	Did not meet standard

Art, Music, Physical Education		T1	T2	T3
Art	Creatively expresses original ideas in a variety of media			
Music Gr4 Music Teacher	Student participates and applies instrumental and/or vocal skills			
	Demonstrates facility on an instrument and/or voice while performing alone and as part of a larger group			
	Demonstrates knowledge of musical concepts (e.g., simple rhythms, basic note reading, and note names)			
Physical Education Gr4 PE Teacher	Demonstrates self-control of body, voice, and personal space			
	Demonstrates age-appropriate motor and manipulative skill development			
	Demonstrates age-appropriate level of fitness and understanding of health concepts			
	Abides by class guidelines with regard to safety, responsibility, effort, participation, and good-sport behavior			

Attendance					
T1 Absent	T1 Tardy	T2 Absent	T2 Tardy	T3 Absent	T3 Tardy
3	0	2	0	0	0