

Lincoln Unified School District

REPORT TO PARENTS - FOURTH GRADE

Student: Student Name

School: _____

Year: _____

Teacher: _____

Principal: _____

Grade: 4

BirthDate: _____

| Reporting Period | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| MATHEMATICS STANDARDS | | | | |
| Operations and Algebraic Thinking | | | | |
| Problem solves using four operations | | | | |
| Understands concept of and can calculate factors and multiples | | | | |
| Generates and analyzes patterns | | | | |
| Number and Operations in Base Ten | | | | |
| Understands place value of multi-digit numbers (compare and round) | | | | |
| Fluently adds and subtracts multi-digit whole numbers | | | | |
| Multiplies with multi-digit numbers (2-digit by 2-digit) | | | | |
| Divides multi-digit numbers by one-digit divisors | | | | |
| Number Sense and Operations-Fractions (with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100) | | | | |
| Understands fraction equivalence and ordering | | | | |
| Builds fractions from unit fractions using addition, subtraction, and multiplication | | | | |
| Understands decimal notation for fractions | | | | |
| Compares decimals to hundredths | | | | |
| Geometry | | | | |
| Draws, identifies, and classifies lines, angles, and shapes | | | | |

| EXPLANATION OF ACHIEVEMENT MARKS | |
|--|--|
| 4 = Exceeds Semester Standards | |
| * Advanced and/or thorough understanding of semester standards | |
| * Masterfully applies grade level concepts and skills | |
| * May regularly exceed grade level standards | |
| 3 = Meets Grade Level Semester Standards | |
| * Consistently meets standards | |
| * Understands and applies grade level concepts and skills | |
| * May occasionally exceed grade level standards | |
| 2 = Approaching Grade Level Semester Standards | |
| * Beginning to independently use grade level skills | |
| * Skill not yet mastered | |
| * Inconsistent in application of skills; may need assistance | |
| 1 = Below Grade Level Semester Standards | |
| * Working below grade level standards; area of concern | |
| * Needs continued support and assistance | |
| N/A = Not Assessed | |

| Reporting Period | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| MATHEMATICS STANDARDS (continued) | | | | |
| Measurement and Data | | | | |
| Converts measurements and problem solves with measurement (i.e., distances, time intervals, weight) | | | | |
| Measures and computes area and perimeter | | | | |
| Represents and interprets data (line plots) | | | | |
| Understands concepts of angles and measures angles | | | | |
| LANGUAGE ARTS STANDARDS | | | | |
| Reading-Foundational Skills | | | | |
| Knows and applies grade-level phonics and word analysis skills in decoding words | | | | |
| Reads accurately and fluently to support comprehension | | | | |
| Reading-Literary Text | | | | |
| Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text | | | | |
| Determines a theme of a story, drama, or poem from details in the text; summarizes the text | | | | |
| Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text | | | | |
| Compares and contrasts the points of view from which different stories are narrated | | | | |
| Reading-Informational Text | | | | |
| Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text | | | | |
| Determines the main idea of a text and explains how it is supported by key details; summarizes the text | | | | |
| Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text | | | | |
| Writing | | | | |
| Writes multi-paragraph opinion pieces supporting a point of view by citing text evidence | | | | |
| Writes multi-paragraph informative/explanatory pieces with cited evidence | | | | |
| Writes organized multi-paragraph narratives using descriptive details and clear event sequences | | | | |
| Strengthens writing by planning, revising, editing, and rewriting | | | | |
| Uses technology to produce and publish writing | | | | |

| Reporting Period | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| LANGUAGE ARTS STANDARDS (continued) | | | | |
| Language | | | | |
| Uses grade-level conventions of standard English grammar and usage | | | | |
| Demonstrates command of capitalization, punctuation, and spelling | | | | |
| Acquires and uses grade-level appropriate vocabulary | | | | |
| Speaking and Listening | | | | |
| Engages in collaborative discussions | | | | |
| Paraphrases a text read aloud or information presented in various formats | | | | |
| Presents information with relevant facts and details using appropriate pace, volume, and expression | | | | |

| EXPLANATION OF EFFORT MARKS |
|------------------------------------|
| O = Outstanding |
| S = Satisfactory |
| N = Needs Improvement |

| EFFORT | 1 | 2 | 3 | 4 |
|--------------------|---|---|---|---|
| Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Studies | | | | |
| Music | | | | |
| Art | | | | |
| Physical Education | | | | |

| LIFELONG LEARNING SKILLS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| SELF-MOTIVATED: Works independently; uses time wisely | | | | |
| ACADEMICALLY RESPONSIBLE: Completes classroom tasks on time; produces quality work in class; participates in class activities | | | | |
| COMPLETES HOMEWORK | | | | |
| RESPECTFUL: Respects others' needs and rights; follows classroom rules and procedures | | | | |
| SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others | | | | |
| SELF-DISCIPLINED: Listens without interruption; exhibits impulse control and self-regulation | | | | |
| SELF ADVOCATE: Asks for help when needed; accepts feedback; perseveres | | | | |

| ATTENDANCE | 1 | 2 | 3 | 4 |
|-------------------|---|---|---|---|
| Days Enrolled | | | | |
| Days Absent | | | | |
| Days Tardy | | | | |

TEACHER COMMENTS

1st Quarter:

2nd Quarter:

3rd Quarter:

4th Quarter: