



# Matanuska-Susitna Borough School District

## 4th Grade Standards-Aligned Report Card

**School Year:**

**Student:**

**ID#:**

**Teacher:**

Report card scores reflect the level of proficiency on Alaska grade-level standards your student should master by the end of the year.

### Reporting Key

<b>3 – Proficient</b>	Independently meets grade-level standards
<b>2 – Approaching Proficient</b>	Partially meets grade-level standards
<b>1 – Not Proficient</b>	Does not meet grade-level standards
<b>NM – Not Measured</b>	Not measured/evaluated at this time
<b>NE - No Evidence</b>	No evidence demonstrated by student

Attendance	Q1	Q2	Q3	Q4
Absences				
Tardies				

BEHAVIORS THAT SUPPORT LEARNING (CITIZENSHIP)	Q1	Q2	Q3	Q4
Adapts to activity change				
Attendance supports learning				
Exercises self-control				
Follows directions, routines, and expectations				
Interacts cooperatively with others				
Respects the rights and property of others				
Solves problems appropriately				
<b>MATH</b>				
Effort				
Work Completion				
<b>OPERATIONS AND ALGEBRAIC THINKING</b>				
Use the four operations with whole numbers to solve problems (add, sub, multiply, divide)				
<b>NUMBERS AND OPERATIONS IN BASE TEN</b>				
Generalize place value understanding for multi-digit whole numbers (e.g., compare multi-digit whole numbers using the symbols: $<$ , $>$ , $=$ ; round multi-digit whole numbers to any place value)				
Use place value understanding and properties of operations to perform multi-digit arithmetic				
<b>NUMBERS AND OPERATIONS - FRACTIONS</b>				
Extend understanding of fraction equivalence and ordering (e.g., explain equivalent fractions; compare two fractions with different numerators and different denominators)				
Build fractions from units by applying and extending understandings of operations on whole numbers				
Understand decimal notation for fractions and compare decimal fractions.				

<b>ENGLISH LANGUAGE ARTS</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Effort				
Work Completion				
<b>READING STANDARDS FOR LITERATURE</b>				
<b>Key Ideas and Details</b>				
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text				
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)				
<b>Integration of Knowledge and Ideas</b>				
Compare and contrast similar themes, plots, and patterns of events in literature				
<b>Range of Reading and Level of Complexity</b>				
By the end of the year, read and comprehend a range of literature appropriate to grade 4				
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>				
<b>Key Ideas and Details</b>				
Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text				
<b>Organization and Structure</b>				
Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area				
<b>Integration of Knowledge and Ideas</b>				
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes an understanding of the text in which it appears				
<b>READING: FOUNDATIONAL SKILLS</b>				
<b>Phonics and Word Recognition</b>				
Know and apply grade-level phonics and word analysis skills in decoding words period, space, and capital use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context				
<b>Fluency</b>				
Read with sufficient accuracy and fluency to support comprehension including on-level text and poetry with accuracy, appropriate rate, and expression				
<b>WRITING STANDARDS</b>				
Effort				
Work Completion				
<b>Text Types and Purposes</b>				
Write opinion pieces supporting a point of view with fact or text-based reasons and information				
Write informative/explanatory texts to examine a topic and convey ideas and information clearly				
Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences				
<b>SPEAKING AND LISTENING STANDARDS</b>				
<b>Presentation of Knowledge and Ideas</b>				
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace				

<b>LANGUAGE STANDARDS</b>				
<b><i>Conventions of Standard English</i></b>				
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons				
Correctly use frequently confused words (e.g, to, too, two; there, their)				
Use correct capitalization				
Use a comma before a coordinating conjunction in a compound sentence				
<b><i>Vocabulary Acquisition and Use</i></b>				
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)				
<b>SCIENCE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Effort				
Work Completion				
Physical Science: Energy and Waves				
Life Science: Plants and Animals				
Earth's Systems: Processes that Shape the Earth				
<b>SOCIAL STUDIES</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Effort				
Work Completion				
Civics/Government/Economics				
Geography				
History				
<b>HEALTH</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Understanding of concepts				
<b>PHYSICAL EDUCATION</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Behaviors that support learning				
Fitness development				
Motor skill development				
<b>MUSIC</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Effort				
Behaviors that support learning				
Standards of the music curriculum				
<b>TECHNOLOGY LITERACY</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Digital citizenship				
Technology skills				



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Teacher:

For more specific information, please refer to the Alaska State Standards available at:  
<https://education.alaska.gov/akstandards/standards>

### Teacher Comments

Quarter 1

Quarter 2

Quarter 3

Quarter 4