



Student Information		School Information: School Name	
Student Name		Principal	
Student Id		School Phone	
Birthdate		School Address	
Track			
Grade	04	Teacher	

Attendance	T1	T2	T3
Days Enrolled			
Days Absent			
Days Tardy			

During the 2024-25 school year, All TK-6 MUSD teachers will be implementing a standards-based report card. The purpose of the standards-based report card is to clearly communicate student performance toward grade level standards and expectations to our families. Questions regarding this change can be directed to your student's teacher. More information is available on the MUSD website under the "Families" tab.

**Exceeded (EX):** Student has demonstrated mastery of grade level standards and is able to extend and apply concepts with a greater depth of understanding to new situations.

**Proficient (PR):** Student demonstrates mastery of grade level standards.

**Approaching (AP):** Student shows basic understanding and is progressing toward mastery of the grade level standard.

**Beginning (BE):** Student is beginning to demonstrate understanding, but is not yet meeting grade-level standards.

**Insufficient (IN):** Student has not demonstrated enough evidence to assess the grade level standards.

**Not Assessed (NA):** Grade level standard not assessed

The eight processes and proficiencies of the standards of Mathematical Practice are integrated within the math standards.

Fourth Grade	T1	T2	T3
<b>Teacher Name</b>			
Student Benchmarks			
<b>LANGUAGE ARTS: READING FOUNDATIONAL SKILLS</b>			
Read on-level text with accuracy, rate, and expression to support comprehension.			
<b>LANGUAGE ARTS: READING LITERATURE</b>			
Use details and examples to show understanding of the text.			
Identify a theme of a text (poem, drama, or story) from details in a text.			
Show understanding of the point of view from a variety of texts.			
<b>LANGUAGE ARTS: READING INFORMATIONAL TEXT</b>			
Draw inferences from a text by using details and examples from the text.			
Identify main ideas and supporting details in a text.			
Use information from charts, graphs, diagrams, and timelines to understand a text.			
<b>LANGUAGE ARTS: WRITING</b>			
Write an opinion, informative, and/or narrative text with a clear topic, supporting details, use of linking words or phrases, and provides a conclusion.			
Produce a clear and coherent writing (including multiparagraph texts) in which the development and organization are appropriate to task, purpose, and audience.			
Writing (District Prompt)			
<b>LANGUAGE ARTS: LANGUAGE</b>			

Fourth Grade	T1	T2	T3
<b>Teacher Name</b>			
Student Benchmarks			
Demonstrate understanding of English language grammar in writing and speech.			
Determine or clarify the meaning of unknown and multiple meaning words using a variety of strategies including context clues and root words.			
<b>LANGUAGE ARTS: SPEAKING AND LISTENING</b>			
Effectively participate and build on other's ideas in different types of collaborative conversations with diverse people.			
Speak clearly and report on a topic or tell a story with facts and details at an appropriate pace to support a main idea.			
<b>MATHEMATICS: OPERATIONS AND ALGEBRAIC THINKING</b>			
Solve multi-step word problems.			
Find factor pairs, multiples, and identify prime and composite whole numbers.			
<b>MATHEMATICS: NUMBERS AND OPERATIONS BASE TEN</b>			
Fluently add and subtract multi-digit whole numbers.			
Multiply up to 4-digit by 1-digit number. Multiply 2 two-digit numbers using place value, arrays, and area models.			
Divide up to four-digit dividends by one-digit divisors with remainders using a variety of strategies, including equations and visual models such as rectangular arrays and area models.			
<b>MATHEMATICS: NUMBERS AND OPERATIONS IN FRACTIONS</b>			

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Student Name		Principal	
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Fourth Grade	T1	T2	T3
<b>Teacher Name</b>			
<b>Student Benchmarks</b>			
Add and subtract fractions with common denominators.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Demonstrate that an equivalent fraction can be used when adding unlike denominators of 10 and 100.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Demonstrate how to write decimals for fractions with denominators 10 or 100.	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>MATHEMATICS: MEASUREMENT AND DATA</b>			
Solve real-world problems involving area and perimeter.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Recognize angles as geometric shapes as two rays with a common end point and understand angles are measured with reference to a circle.	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>MATHEMATICS: GEOMETRY</b>			
Draw points, lines, rays, line segments, angles, perpendicular, and parallel lines.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Classify shapes and angles based on their characteristics.	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>SCIENCE</b>			
Ask and refine scientific questions with use of data and resources to solve real world problems.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use or develop scientific models to explore and test scientific principles or phenomenon.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Engage in conversational and/or written arguments based on evidence.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Carry out investigations conversationally and/or in writing to collect data that explains a phenomenon or tests a solution.	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>HISTORY SOCIAL STUDIES</b>			
Understand the relationship of the physical characteristics of California and the historical events leading up to today.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Explain how the present is connected to the past, identifying both similarities and difference over time.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Pose relevant questions about events they encounter from historical documents letters, diaries, artifacts, maps, and artwork,etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Summarize the key events of the era they are studying, and explain the impact on the past and future.	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>VISUAL &amp; PERFORMING ARTS</b>			
Create and present a variety of art forms using content specific vocabulary.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Relate artistic expression across all art forms.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Create criteria to evaluate and analyze a work of art.	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>PHYSICAL EDUCATION</b>			
Locomotor Skills: Run for increasing time or distance.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Manipulative Skills: Throw a ball using an overhand movement pattern to a stationary and/or moving target.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Manipulative Skills: Dribble a ball either using hand or foot, in general space while changing speed and direction.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Exhibit personal responsibility and safe behaviors while engaging in physical activities with respect for self, others, and facilities.	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>TECHNOLOGY</b>			
Digital Citizenship: Uses technology ethically and effectively	<input type="text"/>	<input type="text"/>	<input type="text"/>
Demonstrates grade appropriate technology skills	<input type="text"/>	<input type="text"/>	<input type="text"/>

Fourth Grade	T1	T2	T3
<b>Teacher Name</b>			
<b>Student Benchmarks</b>			
<b>HABITS OF SUCCESS</b>			
Follows school rules, routines, and class expectations	<input type="text"/>	<input type="text"/>	<input type="text"/>
Prepared, organized, and on task	<input type="text"/>	<input type="text"/>	<input type="text"/>
Completes assignments on time	<input type="text"/>	<input type="text"/>	<input type="text"/>
Respects and collaborates well with others	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>ENGLISH LANGUAGE DEVELOPMENT (ENGLISH LEARNERS ONLY)</b>			
PI.1 Exchange Information and Ideas	<input type="text"/>	<input type="text"/>	<input type="text"/>
PI.5 Listening Actively	<input type="text"/>	<input type="text"/>	<input type="text"/>
PI.6 Reading/Viewing Closely	<input type="text"/>	<input type="text"/>	<input type="text"/>
PI.9 Oral Presentation	<input type="text"/>	<input type="text"/>	<input type="text"/>
PII.1 Writing (Understanding Text Structure)	<input type="text"/>	<input type="text"/>	<input type="text"/>
PII.2 Writing (Understanding cohesion)	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Teacher Signature</b>			