


Name:		Cambrian School District Grade 4 Report Card California Content Standards				
Student ID:						
School:						
Teacher:						
Principal:						
Year:						
Reporting Periods			Attendance	T1	T2	T3
T1 = 1st Trimester		Days Tardy				
T2 = 2nd Trimester		Days Absent				
T3 = 3rd Trimester		Days Independent Study				
The Grade 4 Report Card is a tool for the Cambrian School District (CSD) to communicate with you regarding your child’s progress towards achieving California standards. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 5th grade. For detailed information about the proficiency levels for each standard listed, please see the online CSD Report Card Family Guide.						
Key Terms		Descriptions				
Proficiency Level Indicators		Proficiency Level Indicators are used to report where students are in meeting the end-of-year expectations. All students receive proficiency indicators for the standards identified on the Grade 4 Report Card. English Learners will also receive additional marks for their level of proficiency in the English language related to the CA ELD Standards.				
Standards		Standard statements identify what students should know and be able to do by the end of the school year.* Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.ca.gov/be/st/ss/ .				
Report Card Family Guide		The CSD Report Card Family Guide provides an overview of each content area subject and describes proficiency indicators for the selected standards.				
Proficiency Level Indicators for Content Standards						
4	Exceeds current standard	Student demonstrates a thorough and in-depth understanding of current grade level standard.				
3	Meets current standard	Student consistently demonstrates mastery of standard.				
2	Approaching standard	Student shows some understanding of the standard and is attempting to consistently meet the standard.				
1	Not yet approaching standard	Student needs more practice in understanding the standard.				
/	Standard not assessed this grading period					
Proficiency Level Indicators for Successful Learner Behaviors						
Proficient	Consistently meets behavior standard.					
Developing	Sometimes meets behavior standard.					
Emerging	Rarely meets behavior standard.					
Cambrian Successful Learner Behaviors				T1	T2	T3
Demonstrates best effort (Perseverance)						
Demonstrates creative thinking and problem solving (Innovator & Problem Solver)						
Demonstrates self-control (Communicator)						
Displays a growth mindset when encountering challenges (Perseverance)						
Follows classroom behavior expectations (Collaborator)						
Follows school behavior expectations (Collaborator)						
Manages time effectively to complete classwork (Problem Solver)						
Organizes work and materials (Problem Solver)						
Shows respect for self, others, and property, “Follows the group plan” (Collaborator)						
Uses technology responsibly to learn, create, and participate. (Innovator & Problem Solver)						
Uses technology to create and curate digital resources and digital work products. (Communicator)						
Works cooperatively (Collaborator)						
Works independently (Innovator & Problem Solver)						
English Language Arts				T1	T2	T3
Reading						
Determines the theme of a story and understands characters, settings, and events in fictional texts						
Recognizes the main idea and overall structure of informational texts						
Identify details and examples from the text when drawing inferences						
Summarize a text by including key details and main ideas						
Reads with sufficient accuracy and fluency to support comprehension.						
Writing						
Writes narratives; establishes a situation, effectively uses narrative techniques, and provides a conclusion						
Writes informative/explanatory texts; logically develops a topic with facts, details or quotations, and provides a concluding section						
Writes opinion pieces; states a point of view supported by logically ordered reasons, and provides a concluding section						
Uses appropriate writing conventions for capitalization, punctuation, spelling, and grammar						
Produces fluid and legible handwriting/penmanship						
Integrates information from different texts to write or speak about a subject						
Speaking and Listening						
Reports orally on a topic with appropriate facts and details to support ideas						
Mathematics				T1	T2	T3
Mathematical Learning Behaviors						
Reasons about problems, explains thinking, and considers thinking of others						
Generates and analyzes patterns that follow a given rule						
Attends to precision and checks for errors						
Mathematical Skills						
Solve multistep word problems using the four operations						
Add and subtract multi-digit whole numbers						
Understand place value to compare and round whole numbers						
Solves problems involving measurement and conversion from larger to smaller units						
Multiply a whole number of up to four digits by a one-digit whole number						
Find whole number quotients and remainders using division strategies						
Builds understanding of factors and multiples						
Understands concepts of angles and angle measures						
Classifies two-dimensional shapes by properties of their lines and angles						
Builds understanding of fraction equivalence and ordering, and uses unit fractions to add, subtract, and multiply						
Makes and interprets line plots using measurements in fraction of a unit						
Understands and uses decimal notation for fractions						

Science 8 Engineering				T1	T2	T3
Earth Science: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.						
Physical Science: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.						
Life Science: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.						
Define a design problem that includes constraints and specific criteria for success						
Plans and conducts investigations to answer questions and test solutions to problems						
Constructs explanations with sufficient evidence						
Designs multiple solutions to address engineering problems						
History/Social Studies				T1	T2	T3
Understands the physical and human geographic features of California regions						
Describes the social, political, cultural, and economic life in California (pre-Columbian to Spanish mission)						
Explains the economic, social, and political life in California and describes the events leading to statehood						
Understands the structures, functions and powers of local, state and federal governments						
Visual & Performance Arts				T1	T2	T3
Music: Creative engagement						
Art: Creative engagement						
Physical Education				T1	T2	T3
Participation						
Gross Motor Skills						
Teacher's Comments						
1st Trimester						
2nd Trimester						
3rd Trimester						
*** ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners only) ***						
Proficiency Level Indicators for English Language Development (ELD) Standards						
Well Developed		Students at this level have well developed English skills for the domain. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.				
Moderately Developed		Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying the growing language skills in more sophisticated ways appropriate to their age and grade level.				
Beginning to Develop		Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.				
/		Not assessed this period				
English Language Development Standards				T1	T2	T3
Contributes to discussions in all settings by taking turns and asking and answering questions						
Expresses an opinion to persuade and negotiate using basic learned phrases in conversations in all settings						
Listens actively to read alouds, presentations, and discussions by asking and answering detailed questions, restating and paraphrasing						
Describes ideas, experiences and key details from a variety of grade level texts and multimedia						
Understands and applies how writers and speakers use language						
Knows and applies basic literacy skills in reading and writing						
English Language Proficiency Assessments for CA (ELPAC) Scores						
Test Date	Oral	Written	Overall	ELPAC Level Descriptors Key		Met Progress by increasing one level from prior year.
				4 Well developed		
				3 Moderately developed		
				2 Somewhat developed		
				1 Beginning stage		