


<b>Name:</b>	<b>Cambrian School District Grade 4 Report Card California Content Standards</b>	
<b>Student ID:</b>		
<b>School:</b>		
<b>Teacher:</b>		
<b>Principal:</b>		
<b>Year: 2024-2025</b>		

Reporting Periods	Attendance	T1	T2	T3
T1 = 1st Trimester	Days Absent	1	1	1
T2 = 2nd Trimester	Days Tardy	0	0	0
T3 = 3rd Trimester	Days Independent Study	0	0	0

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
<b>Proficiency Level Indicators</b>	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.
<b>Standards</b>	Standard statements identify what students should know and be able to do. Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at <a href="http://www.cde.ca.gov/be/st/ss/">http://www.cde.ca.gov/be/st/ss/</a> .
<b>Family Guide</b>	The Family Guide provides an overview of each content area subject and describes proficiency indicators for the selected standards.

Proficiency Level Indicators for Content Standards	
<b>4 Exceeds current standard</b>	Student demonstrates a thorough and in-depth understanding of current grade level standard.
<b>3 Meets current standard</b>	Student consistently demonstrates mastery of standard.
<b>2 Approaching standard</b>	Student shows some understanding of the standard and is attempting to consistently meet the standard.
<b>1 Not yet approaching standard</b>	Student needs more practice in understanding the standard.
<b>/ Not Assessed</b>	

Proficiency Level Indicators for Successful Learner Behaviors		
<b>Pro Proficient</b>	Consistently meets behavior standard	
<b>Dev Developing</b>	Sometimes meets behavior standard	
<b>Emerg Emerging</b>	Rarely meets behavior standard	

Cambrian Successful Learner Behaviors		T1	T2	T3
Demonstrates best effort (Perseverance)				
Demonstrates creative thinking & 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
<b>Reading</b>			
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			
<b>Writing</b>			
Writes narratives; establishes a situation, effectively uses narrative techniques, provides a conclusion			
Writes informative/explanatory texts; logically develops a topic with facts, details or quotations, and provides a conclusion			
Writes opinion pieces; states a point of view with logically ordered reasons, provides a conclusion			
Uses appropriate writing conventions for capitalization and punctuation			
Uses appropriate writing conventions for spelling, and grammar			
Produces fluid and legible handwriting/penmanship			
Integrates information from different texts to write or speak about a subject			
<b>Speaking and Listening</b>			
Reports orally on a topic with appropriate facts and details to support ideas			

Mathematics	T1	T2	T3
<b>Mathematical Learning Behaviors</b>			
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			
<b>Mathematical Skills</b>			
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 and 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.			
Constructs explanations with sufficient evidence			
Defines a design problem that includes constraints and specific criteria for success			
Plans and conducts investigations to answer questions and test solutions to problems			
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 interactions of Native American life in California			
Trace the routes of early explorers through the California mission period			
Explains the economic, social, and political life in California; describes the events leading to statehood			
Understands the structures, functions and powers of local, state and federal governments			
Visual and Performance Arts	T1	T2	T3
Music: Creative engagement			
Art: Creative engagement			
Physical Education	T1	T2	T3
Participation			
Gross Motor Skills			

Comments
<b>Trimester 1</b>
<b>Trimester 2</b>
<b>Trimester 3</b>

**\*\*\* ENGLISH LANGUAGE DEVELOPMENT (applies to English Learners only) \*\*\***

**Proficiency Level Indicators for English Language Development (ELD) Standards**

<b>3: Well Developed</b>	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.
<b>2: Moderately Developed</b>	Students at this level are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary & linguistic structures, and apply growing language skills in more sophisticated ways appropriate to their age & grade level.
<b>1: Beginning to Develop</b>	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 & 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 (from previous year)**

Test Date	Oral	Written	Overall	ELPAC Level Descriptors Key	Met Progress: Increased at least one level on two most recent Summative ELPAC assessments		
					T1	T2	T3
00/00/0000	0	0	0	4: Well Developed			
				3: Moderately Developed			
				2: Somewhat Developed			
				1: Beginning Stage			
				0: Not applicable/not available			

Assigned to Grade: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_