



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

Attendance	T1	T2	T3
Days Enrolled			
Days Absent			
Days Tardy			

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 towards end of the year 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):** Standard not assessed

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

Fourth Grade	T1
Student Benchmarks	
<b>LANGUAGE ARTS: READING FOUNDATIONAL SKILLS</b>	
Read on-level text with accuracy, rate, and expression to support comprehension.	<input type="checkbox"/>
<b>LANGUAGE ARTS: READING LITERATURE</b>	
Use details and examples to show understanding of the text.	<input type="checkbox"/>
Identify a theme of a text (poem, drama, or story) from details in a text; summarize the text.	<input type="checkbox"/>
Show understanding of the point of view from a variety of texts.	<input type="checkbox"/>
<b>LANGUAGE ARTS: READING INFORMATIONAL TEXT</b>	
Draw inferences from a text by using details and examples from the text.	<input type="checkbox"/>
Identify main ideas and supporting details in a text; summarize the text.	<input type="checkbox"/>
Use information from charts, graphs, diagrams, and timelines to understand a text.	<input type="checkbox"/>
<b>LANGUAGE ARTS: WRITING</b>	

Fourth Grade	T1
Student Benchmarks	
Write an opinion, informative, and/or narrative text with a clear topic, supporting details, use of linking words or phrases, and provides a conclusion.	<input type="checkbox"/>
Produce a clear and coherent writing (including multiparagraph texts) in which the development and organization are appropriate to task, purpose, and audience.	<input type="checkbox"/>
Writing (District Prompt)	<input type="checkbox"/>
<b>LANGUAGE ARTS: LANGUAGE</b>	
Demonstrate understanding of English language grammar in writing and speech.	<input type="checkbox"/>
Determine or clarify the meaning of unknown and multiple meaning words using a variety of strategies including context clues and root words.	<input type="checkbox"/>
<b>LANGUAGE ARTS: SPEAKING AND LISTENING</b>	
Effectively participate and build on other's ideas in different types of collaborative conversations with diverse people.	<input type="checkbox"/>
Speak clearly and report on a topic or tell a story with facts and details at an appropriate pace to support a main idea.	<input type="checkbox"/>

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Student Name		Principal	
Student Id		Teacher	

Fourth Grade	T1
Student Benchmarks	
<b>MATHEMATICS: OPERATIONS AND ALGEBRAIC THINKING</b>	
Solve multi-step word problems.	<input type="checkbox"/>
Find factor pairs, multiples, and identify prime and composite whole numbers.	<input type="checkbox"/>
<b>MATHEMATICS: NUMBERS AND OPERATIONS BASE TEN</b>	
Fluently add and subtract multi-digit whole numbers.	<input type="checkbox"/>
Multiply up to 4-digit by 1-digit number. Multiply 2 two-digit numbers using place value, arrays, and area models.	<input type="checkbox"/>
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.	<input type="checkbox"/>
<b>MATHEMATICS: NUMBERS AND OPERATIONS IN FRACTIONS</b>	
Add and subtract fractions with common denominators.	<input type="checkbox"/>
Demonstrate that an equivalent fraction can be used when adding unlike denominators of 10 and 100.	<input type="checkbox"/>
Demonstrate how to write decimals for fractions with denominators 10 or 100.	<input type="checkbox"/>
<b>MATHEMATICS: MEASUREMENT AND DATA</b>	
Solve real-world problems involving area and perimeter.	<input type="checkbox"/>
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="checkbox"/>
<b>MATHEMATICS: GEOMETRY</b>	
Draw points, lines, rays, line segments, angles, perpendicular, and parallel lines.	<input type="checkbox"/>
Classify shapes and angles based on their characteristics.	<input type="checkbox"/>
<b>SCIENCE</b>	
Ask Questions, Define Problems and Investigate	<input type="checkbox"/>
Analyze and Use Math in Science	<input type="checkbox"/>
Explain/Argue Using Evidence, Design and Communicate	<input type="checkbox"/>
Develop and Use Models	<input type="checkbox"/>
<b>HISTORY SOCIAL STUDIES</b>	
Understand the relationship of the physical characteristics of California and the historical events leading up to today.	<input type="checkbox"/>
Explain how the present is connected to the past, identifying both similarities and difference over time.	<input type="checkbox"/>
Pose relevant questions about events they encounter from historical documents letters, diaries, artifacts, maps, and artwork, etc.	<input type="checkbox"/>
Summarize the key events of the era they are studying, and explain the impact on the past and future.	<input type="checkbox"/>
<b>VISUAL &amp; PERFORMING ARTS</b>	
Participate in and demonstrate an understanding of content/concepts through music, dance, theater, visual and media arts.	<input type="checkbox"/>
<b>PHYSICAL EDUCATION</b>	
Locomotor Skills: Run for increasing time or distance.	<input type="checkbox"/>
Manipulative Skills: Throw a ball using an overhand movement pattern to a stationary and/or moving target.	<input type="checkbox"/>
Manipulative Skills: Dribble a ball either using hand or foot, in general space while changing speed and direction.	<input type="checkbox"/>
Exhibit personal responsibility and safe behaviors while engaging in physical activities with respect for self, others, and facilities.	<input type="checkbox"/>
<b>TECHNOLOGY</b>	
Digital Citizenship: Uses technology ethically and effectively.	<input type="checkbox"/>
Demonstrates grade appropriate technology skills.	<input type="checkbox"/>

Fourth Grade	T1	
Student Benchmarks		
<b>HABITS OF SUCCESS</b>		
Follows school rules, routines, and class expectations.	<input type="checkbox"/>	
Prepared, organized, and on task.	<input type="checkbox"/>	
Completes assignments on time.	<input type="checkbox"/>	
Respects and collaborates well with others.	<input type="checkbox"/>	
<b>ENGLISH LANGUAGE DEVELOPMENT (ENGLISH LEARNERS ONLY)</b>		
PI.1 Exchange Information and Ideas	<input type="checkbox"/>	
PI.5 Listening Actively	<input type="checkbox"/>	
PI.6 Reading/Viewing Closely	<input type="checkbox"/>	
PI.9 Oral Presentation	<input type="checkbox"/>	
PII.1 Writing (Understanding Text Structure)	<input type="checkbox"/>	
PII.2 Writing (Understanding cohesion)	<input type="checkbox"/>	
<b>District Programs</b>		
	Entry	Exit
SDC MM - Mild/Mod	08/04/2025	
Speech	09/05/2019	
Teacher Signature		