

Encinitas Union School District Grade 4 DLI Report Card 2025-2026

Student: _____
 Grade: _____
 Teacher: _____
 Principal: _____
 Days Absent: _____
 Days Tardy: _____



Student Reflection

| Semester 1 | Semester 2 |
|------------|------------|
| | |

Learner Profile: Overview of Components

| | |
|--|---|
| <p>Skilled Communicator Learners compellingly speak, write, and present information with clarity to a variety of audiences.</p> | <p>Confident Collaborator Learners collaborate skillfully with others to pursue and achieve shared goals.</p> |
| <p>Empowered Learner Learners passionately pursue their interests by directing their own inquiry and learning.</p> | <p>Global Citizen Learners are culturally aware and environmentally responsible, making a positive impact on their community and world.</p> |
| <p>Innovative Thinker Learners solve complex problems by critically evaluating information, taking risks, and exploring novel ideas and solutions.</p> | <p>Wellness Advocate Learners promote mental, social, and physical well-being for themselves and others.</p> |

Learner Profile Strength

| Semester 1 | Semester 2 |
|------------|------------|
| | |

Encinitas Union School District Grade 4 DLI Report Card



| ACADEMIC PERFORMANCE KEY |
|--|
| PR Proficient: The student is meeting expectations in these standards by consistently demonstrating understanding and is able to apply these standards in various contexts. |
| DE Developing: The student is making progress toward understanding these standards and is able to demonstrate them in some contexts. |
| EM Emerging: The student is just beginning to understand these standards. |
| NA Not Assessed: These standards were not in focus this semester and therefore not assessed. |

| | ENG | | SPA | |
|---|-----|----|-----|----|
| ENGLISH LANGUAGE ARTS | S1 | S2 | S1 | S2 |
| READING | | | | |
| Literature & Informational Text | | | | |
| <i>Key Ideas & Details</i> | | | | |
| - Use details and examples to explain a text and make inferences | | | | |
| - Identify the main idea and summarize a text using key details | | | | |
| <i>Craft & Structure</i> | | | | |
| - Describe how a text is organized, such as cause/effect or problem/solution | | | | |
| <i>Integration of Knowledge and Ideas</i> | | | | |
| - Explain how an author supports ideas with reasons and evidence | | | | |
| - Combine information from different texts to write or talk about a topic | | | | |
| WRITING | | | | |
| Text Types and Purposes | | | | |
| <i>Opinion Writing</i> | | | | |
| - Write opinions on topics or books and support them with reasons and facts | | | | |
| <i>Informational Writing</i> | | | | |
| - Write to explain a topic clearly using facts and details | | | | |
| <i>Narrative Writing</i> | | | | |
| - Write stories with clear events, descriptive details, and a logical sequence | | | | |
| Writing Process and Research | | | | |
| - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | | |
| - Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | | |

| | ENG | | SPA | |
|--|-----|----|-----|----|
| LANGUAGE CONVENTIONS | S1 | S2 | S1 | S2 |
| Grammar and Conventions | | | | |
| - Use correct grammar when speaking and writing which includes for writing: correct capitalization, punctuation, and spelling. | | | | |
| Vocabulary Skills | | | | |
| - Use strategies to determine the meaning of new and multiple-meaning words | | | | |
| - Understand figurative language and how words are related | | | | |
| LISTENING AND SPEAKING | | | | |
| Comprehension and Collaboration | | | | |
| - Participate in group discussions by sharing ideas and building on others' thoughts | | | | |
| - Summarize key information from texts, presentations, and media | | | | |
| MATHEMATICS | | | | |
| MATH | | | | |
| Operations and Algebraic Thinking | | | | |
| - Solve problems using addition, subtraction, multiplication, and division | | | | |
| - Identify factors and multiples of numbers | | | | |
| - Recognize and create number patterns | | | | |
| Number and Operations in Base Ten | | | | |
| - Understand place value in multi-digit numbers | | | | |
| - Add and subtract large numbers fluently | | | | |
| - Multiply and divide multi-digit numbers using different strategies | | | | |

Encinitas Union School District Grade 4 DLI Report Card



| | ENG | | SPA | |
|---|-----------|-----------|-----------|-----------|
| MATHEMATICS cont. | S1 | S2 | S1 | S2 |
| Number and Operations in Fractions | | | | |
| <ul style="list-style-type: none"> - Compare and order fractions, including equivalent fractions - Add and subtract fractions with the same denominator - Multiply a fraction by a whole number - Understand decimals and compare them to fractions | | | | |
| Measurement and Data | | | | |
| <ul style="list-style-type: none"> - Convert measurement units and solve related problems - Interpret and analyze data in charts and graphs - Measure and understand angles | | | | |
| Geometry | | | | |
| <ul style="list-style-type: none"> - Identify and draw different types of lines and angles - Classify shapes based on their lines and angles | | | | |
| MATHEMATICAL PRACTICES | | | | |
| Mathematical Practices | | | | |
| <ul style="list-style-type: none"> - Explain their math thinking - Use tools, drawings and modeling to solve math problems and to represent conceptual understanding - Recognize patterns and structures in numbers | | | | |
| HISTORY/SOCIAL SCIENCES | | | | |
| History/Social Sciences | | | | |
| <ul style="list-style-type: none"> - Physical and human features that define California - History and cultures of early California, from Native American societies to the Spanish and Mexican periods - Gold Rush and Statehood - California as an agricultural and industrial power - Local, State, and Federal governments | | | | |

| | ENG | | SPA | |
|---|-----------|-----------|-----------|-----------|
| SCIENCE | S1 | S2 | S1 | S2 |
| Science | | | | |
| <i>Energy & Renewable Resources</i> | | | | |
| <ul style="list-style-type: none"> - Explore different types of energy and how they change - Learn about renewable energy and its importance | | | | |
| <i>Animal Senses & Adaptations</i> | | | | |
| <ul style="list-style-type: none"> - Understand how animals use their senses and body structures to survive - Learn how animals adapt to their environments | | | | |
| <i>Earth & Erosion</i> | | | | |
| <ul style="list-style-type: none"> - Discover how wind, water, and natural forces shape the land - Understand that rocks and fossils show how Earth's landscape has changed over time. - Explore ways to prevent erosion and protect the environment | | | | |

Encinitas Union School District Grade 4 Report Card



| <i>Habits of Working and Learning</i> | S1 | S2 |
|--|--------------------------|--------------------------|
| Follows directions and asks for help when needed | <input type="checkbox"/> | <input type="checkbox"/> |
| Completes assignments on time | <input type="checkbox"/> | <input type="checkbox"/> |
| Engages and participates in class | <input type="checkbox"/> | <input type="checkbox"/> |
| Keeps materials organized | <input type="checkbox"/> | <input type="checkbox"/> |
| Completes assignments giving their best effort | <input type="checkbox"/> | <input type="checkbox"/> |

| Grade Scale |
|---------------|
| PR Proficient |
| DE Developing |
| EM Emerging |

Semester 1 - Teacher Comments

Semester 2 - Teacher Comments

Teacher Signature

Date