

READING AND WRITING

Speaking & Listening

- Engage in conversations about a topic
- Speak clearly with pace, volume, and expression

Reading - Foundational Skills

- Know and apply grade level phonics and word analysis
- Read grade level texts accurately and fluently
- Understand grade level vocabulary
- Demonstrate independent grade level comprehension
- Demonstrate the use of conventions and grammar

Reading and Writing - Informational

- Identify the main idea and details
- Comprehend grade level text
- Write an informational piece supported by details

Reading and Writing - Narrative

- Identify story elements
- Comprehend grade level text
- Write a narrative with story elements

Reading and Writing - Opinion

- Identify the main idea and details
- Comprehend grade level text
- Write an opinion supported by details

MATHEMATICS

Numbers and Operations in Base Ten

- Add and subtract multi-digit whole numbers
- Divide a multi-digit number by a 1-digit number with and without remainders
- Multiply a multi-digit number by a single digit number
- Multiply a 2-digit by 2-digit number
- Read, write and compare numbers in numeric, word and expanded form

Operations and Algebraic Thinking

- Create patterns using a rule and identify features within them
- Understand and find factors and multiples

Number and Operations - Fractions

- Add and subtract fractions with like denominators
- Understand and generate equivalent fractions
- Multiply a fraction by a whole number
- Understand simple decimals in terms of fractions

Geometry

- Classify 2-dimensional shapes by their lines (parallel or perpendicular) and angles, and spot right triangles.
- Draw and identify lines and angles
- Recognize and draw a line of symmetry in a two dimensional shape

Measurement and Data

- Measure angles and find unknown angles
- Represent and interpret data
- Understand and apply units of measurement

Independent Learner:

- Organize self and materials
- Use time wisely to produce quality work
- Complete assigned work in a timely manner
- Use strategies to solve problems
- Use technology effectively
- Seek help or resources when needed

Respectful Learner:

- Respect other people's rights, feelings, and property
- Listen attentively and follow directions
- Accept responsibility for own behavior
- Exercise self-control
- Follow school and classroom expectations

Best practices

- Read at home for 20 minutes each night
- Practice math facts regularly
- Attend school regularly and arrive on time
- Come to school prepared to learn
- Come to school prepared to learn



WRITING - SPEAKING & LISTENING

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Engage in conversations about a topic	<p>Your child is a remarkable discussion facilitator! They come extensively prepared, weaving clues from multiple readings into conversations. They gracefully connect different classmates' viewpoints, resolve arguments using solid facts, and ask deep questions that get the whole group thinking in a much bigger way.</p>	<p>Your child successfully meets the goal. They are a prepared, active, and respectful group member. They listen closely to their peers, stay focused on the topic across many turns, and back up their personal opinions by pointing directly to specific facts or text evidence they read beforehand.</p>	<p>Your child is very close to the goal. They love to share their ideas, but they tend to talk from memory or share personal stories instead of using facts from the reading. They struggle to respond directly to a classmate's comment and need a sentence starter to keep the conversation going.</p>	<p>Your child is just starting to learn this skill. They find it difficult to focus or speak up during group talking times and often wander off topic. They need lots of teacher support, visual rule cards, and small-group practice to learn how to listen and share a single complete thought.</p>	<p>No evidence obtained</p>
Speak clearly with pace, volume, and expression	<p>Your child is a master public speaker! They don't just speak clearly; they know exactly how to control their voice to captivate an audience. They change their speed and volume to make dramatic moments exciting, speak with wonderful emotion, and deliver presentations naturally without just reading off their paper.</p>	<p>Your child successfully meets the goal. They are a confident speaker who talks at a perfect speed—not too fast and not too slow. They speak loudly enough for everyone in the room to hear them clearly, use nice vocal expression so they do not sound like a robot, and share well-organized facts to back up their ideas.</p>	<p>Your child is very close to the goal. They have great facts to share, but they tend to rush or mumble when they get nervous in front of the class. Their voice can sound a bit flat or robotic, and they focus so much on reading every word on their paper that they forget to look up at the audience.</p>	<p>Your child is just starting to learn this skill. They find it very difficult to speak in front of a group, often whispering or rushing so quickly that the words blend together. They need lots of teacher support, short sentence prompt cards, and practice sharing one-on-one with a friend to build confidence.</p>	<p>No evidence obtained</p>



READING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Know and apply grade level phonics and word analysis	Your child is a word analysis expert! They read long, complex words instantly by spotting advanced root blocks and endings. They don't have to slow down or sound out letters; they see how a big word is engineered and instantly know how to say it and what it means entirely on their own.	Your child successfully meets the goal. They read fourth-grade books smoothly because they recognize how words are built. When they encounter an unfamiliar word, they break it down by looking for prefixes, suffixes, and syllable blocks to pronounce it correctly and confidently.	Your child is very close to the goal. They are excellent at reading shorter, familiar words, but they still get tripped up or start guessing when they see long, dense words or abstract endings. They often read the first part of a word and guess the rest, needing a syllable helper chart to guide them.	Your child is just starting to learn this skill. They find it very difficult to sound out or break down multi-syllable words. They often look at just the first letter and guess a word that doesn't fit the sentence. They need lots of teacher support, physical word-building games, and direct decoding practice.	No evidence obtained
Read grade level texts accurately and fluently	Your child is an exceptionally fluent reader! They read advanced books above the fourth-grade level with near-perfect accuracy and wonderful expression. They sound like a natural storyteller, changing their voice for different characters and automatically adjusting their speed to match the mood of the text.	Your child successfully meets the goal. They read fourth-grade books accurately, making very few mistakes. They read at a steady, natural pace (not too fast or too slow) and pay close attention to punctuation, pausing at periods and changing their voice for exclamation points or talking marks.	Your child is very close to the goal. They can read many words correctly, but their reading sounds a bit robotic or choppy because they read word-by-word instead of in smooth phrases. They often skip past periods without pausing or miss word endings, needing a reminder to slow down and listen to themselves.	Your child is just starting to learn this skill. They struggle to read fourth-grade sentences accurately and read very slowly because they have to stop and sound out almost every word. They often lose their place on the page and need lots of teacher support, tracking tools, and guided reading.	No evidence obtained



READING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Understand grade level vocabulary	Your child is an exceptional word detective! They instantly figure out the meaning of advanced, tricky words way above the fourth-grade level. They look at hidden clues across a whole page, figure out words that have multiple meanings based on context, and easily understand complex figurative phrases completely on their own.	Your child successfully meets the goal. They are great at figuring out the meaning of new or tricky fourth-grade words. When they encounter a word they don't know, they use smart habits like looking at the sentences around it for clues, breaking the word into root chunks, or checking if it has a double meaning.	Your child is very close to the goal. They can figure out what a word means if the clue is right next to it in the sentence. However, they get easily confused by words with more than one meaning or words used in a poetic or figurative way, and they tend to guess instead of using structural clues.	Your child is just starting to learn this skill. When they see a word they don't know, they usually guess randomly or keep reading without understanding it. They need lots of teacher support, picture dictionaries, and guided practice to figure out simple word meanings.	No evidence obtained
Demonstrate the use of conventions and grammar	Your child is a grammar and editing expert! They write highly engaging, long paragraphs with perfect capitalization and punctuation. They are already using advanced skills—like writing complex sentences, smoothly handling tricky verb tenses, and placing adjectives in the perfect order—completely on their own.	Your child successfully meets the goal. They write clear, very readable paragraphs. They remember to capitalize correctly, use commas and quotation marks where they belong for dialogue, and choose the right grammar pieces—like using progressive verbs (e.g., <i>was walking</i>) and placing description words in a natural order.	Your child is very close to the goal. They understand the basic rules of writing, but when they get caught up in their ideas, they still make minor mistakes. They might mix up words like <i>who</i> and <i>which</i> , scramble the order of description words, or forget commas in dialogue. They just need a quick checklist or reminder to go back and polish their work.	Your child is just starting to learn this skill. They find it hard to build complete sentences that make sense. They need lots of teacher support, physical sentence puzzle blocks, and guided practice to write a clean line of text with correct capitals, periods, and basic action words.	No evidence obtained



READING & WRITING - INFORMATIONAL

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Identify the main idea and details	Your child is a master information analyzer! They don't just find the big idea of a nonfiction book; they can explain exactly how different facts and subheadings work together to prove that idea. They can write an excellent, objective summary that leaves out fun but unnecessary facts completely on their own.	Your child successfully meets the goal. After reading a nonfiction report or science article, they can easily find the "big idea" (the main idea). They can look back at the page to pick out the exact facts that support that idea and write a neat summary that covers the most important points.	Your child is very close to the goal. They can remember cool facts from the book, but they sometimes get hyper-focused on one exciting section instead of seeing how all the parts connect to one big main idea. Their summaries often read like a long list of random details mixed with their own opinions.	Your child is just starting to learn this skill. They find it very hard to figure out what an informational page or report is mostly about. They need lots of teacher support, picture-sorting games, and guided talking time to name even a single supporting fact or retell what we read.	No evidence obtained
Comprehend grade level text	Your child is an exceptional, advanced nonfiction reader! They read and completely understand complex science, history, and technical texts meant for older students. They can independently handle difficult vocabulary, connect deep ideas across completely different sections, and analyze factual charts completely on their own.	Your child successfully meets the goal. They can independently read and fully understand fourth-grade science articles, history reports, and technical texts. They use tools like charts, subheadings, and maps on their own to grasp the facts, and they can easily explain the real-world concepts in the book.	Your child is very close to the goal. They can read and understand simpler fourth-grade informational books, but they get overwhelmed or lose track of meaning when a science or history text is long, has dense paragraphs, or uses complex domain-specific words. They do best with a reading map or vocabulary helper.	Your child is just starting to learn this skill. They find it very difficult to read or make sense of fourth-grade science or history text structures and read at a much simpler level. They need lots of teacher support, picture-heavy texts, and guided reading to pull factual meaning from sentences.	No evidence obtained



READING & WRITING - INFORMATIONAL

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Write an informational piece supported by details	<p>Your child is an expert information writer! They plan, draft, and publish factual reports entirely on their own. They organize their facts beautifully into clear paragraphs with helpful subheadings, weave in direct quotes and exact science/history words perfectly, and write a conclusion that explains why the whole topic is important to our world.</p>	<p>Your child successfully meets the goal. They can plan a factual report from start to finish using a writing map. They introduce their topic clearly, keep related facts grouped together nicely in separate paragraphs with headings, include clear definitions, and write a solid closing section to wrap up the text.</p>	<p>Your child is very close to the goal. They know a lot of cool facts and enjoy writing them down, but their reports tend to read like one long list instead of neatly grouped paragraphs. They write about the topic but forget to use headings, split their ideas up logically, or include formal definitions, needing a checklist to finish.</p>	<p>Your child is just starting to learn this skill. They find it hard to stick to one factual topic or separate their ideas into steps. They need lots of teacher support, picture sorting cards, and guided dictation to help them turn their thoughts into a short, written line.</p>	<p>No evidence obtained</p>



READING & WRITING - NARRATIVE

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Identify story elements	Your child is a master story analyzer! They don't just find the main characters or setting; they can explain exactly how a character's choices and the mood of the story work together to teach a deep life lesson. They can write an excellent summary that connects hidden text clues completely on their own.	Your child successfully meets the goal. After reading a story or chapter book, they can easily describe a character's personality, thoughts, and feelings, and map out the setting or major events. They use these clues to figure out the story's big theme (life lesson) and write a clear summary of what happened.	Your child is very close to the goal. They can remember who is in the story and where it happens, but they struggle to describe a character's deeper internal traits versus just what they do. Their summaries read like a long list of chronological events mixed with personal opinions, and they find it hard to spot the theme.	Your child is just starting to learn this skill. They find it very difficult to figure out who a story is about, where it is happening, or what the main action is. They need lots of teacher support, picture-sorting games, and guided talking time to name even a single character trait or plot event.	No evidence obtained
Comprehend grade level text	Your child is an exceptional, advanced story reader! They read and completely understand complex chapter books, dramas, and poetry meant for older students. They can independently handle difficult descriptive vocabulary, track hidden character motivations, notice subtle plot twists, and connect deep themes across long chapters completely on their own.	Your child successfully meets the goal. They can independently read and fully understand fourth-grade chapter books, short plays, and poems. They can track the plot, describe how characters change, explain why a narrator tells a story a certain way, and uncover the big life lesson or theme without needing a teacher to explain it to them.	Your child is very close to the goal. They can read and understand simpler fourth-grade stories, but they get overwhelmed or lose track of meaning when a chapter book is long, uses advanced vocabulary, or has intricate plot twists. They can tell you <i>what</i> happened but struggle to figure out the deeper theme or <i>why</i> a character changed.	Your child is just starting to learn this skill. They find it very difficult to read or make sense of fourth-grade chapter books and read at a much simpler level. They need lots of teacher support, picture-heavy texts, and guided reading to pull meaning from sentences and track which character is speaking.	No evidence obtained



READING & WRITING - NARRATIVE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Write a narrative with story elements	Your child is an advanced author! They don't just tell a story; they create an experience. Their characters have clear motivations, their plots are engaging and thoughtful, and they use descriptive "show, don't tell" writing to pull the reader right into the scene.	Your child successfully meets the goal. They write strong, organized stories. They use dialogue to show what characters are saying and descriptive words to explain what is happening, all while keeping the story flowing from beginning to end.	Your child is very close to the goal. They are learning to tell a story in order, but they sometimes need help adding enough detail or using transition words to connect their ideas. They are practicing how to include dialogue effectively.	Your child is just starting to learn this skill. They need a lot of teacher support to organize their ideas. We are working on learning how to put their thoughts in a logical order to tell a clear, simple story.	No evidence obtained



READING & WRITING - OPINION

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Identify the main idea and details	<p>Your child is a master storyteller! They can guide themselves from planning to publishing completely on their own. They write highly organized stories that grab the reader's attention instantly, use deep sensory details and character conversations to show thoughts, and finish with a meaningful ending that beautifully shows how the character grew or changed.</p>	<p>Your child successfully meets the goal. They can plan a story from start to finish using a writing map. They introduce a clear setting and character, keep the action in a logical order using transition words, add descriptive details and dialogue so the reader can picture the scenes, and write a clear closing paragraph to wrap up the story.</p>	<p>Your child is very close to the goal. They have great story ideas, but their writing tends to wander off track or get a bit out of order. They write <i>what</i> happened but forget to include details that show <i>how</i> the characters felt or fail to format talking marks correctly. They need a teacher's checklist to complete their edits and wrap up the story.</p>	<p>Your child is just starting to learn this skill. They find it hard to stick to one story idea or put events in order. They need lots of teacher support, picture sequence cards, and guided dictation to help them turn their creative thoughts into a short, written line.</p>	No evidence obtained
Comprehend grade level text	<p>Your child is a master argument analyzer! They don't just find the author's opinion; they can explain exactly how different reasons and facts work together to prove that point of view. They can write an excellent, objective summary that leaves out extra stories or emotional rants completely on their own.</p>	<p>Your child successfully meets the goal. After reading an opinion article or persuasive essay, they can easily find the author's "big point of view" (the main opinion). They can look back at the page to pick out the exact reasons that support that opinion and write a neat summary that covers the most important points.</p>	<p>Your child is very close to the goal. They can tell what the topic is, but they sometimes get hyper-focused on one exciting story in the text instead of seeing how all the reasons support the author's main point of view. Their summaries often read like a random list of details mixed with their own opinions about the topic.</p>	<p>Your child is just starting to learn this skill. They find it very hard to figure out what an opinion page or persuasive letter is trying to convince them to do. They need lots of teacher support, picture-sorting games, and guided talking time to name even a single supporting reason.</p>	No evidence obtained



READING & WRITING - OPINION

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Write an opinion supported by details	<p>Your child is an exceptional, advanced critical reader! They read and completely understand complex persuasive essays and speeches meant for older students. They can independently spot hidden tricks an author uses to convince a reader, identify biased language, and analyze complex arguments entirely on their own.</p>	<p>Your child successfully meets the goal. They can independently read and fully understand fourth-grade opinion articles, editorials, and persuasive essays. They can spot the author's main point of view on their own, track the reasons and facts used to support it, and easily explain what the author wants the reader to do or believe.</p>	<p>Your child is very close to the goal. They can read and understand simpler fourth-grade opinion pieces, but they get overwhelmed or lose track of meaning when an essay is long, has dense paragraphs, or uses complex persuasive vocabulary. They tend to focus on an exciting story in the text instead of tracking the actual logical reasons, needing a reading organizer to stay focused.</p>	<p>Your child is just starting to learn this skill. They find it very difficult to read or make sense of fourth-grade opinion writing and read at a much simpler level. They need lots of teacher support, picture-heavy texts, and guided reading to pull basic factual meaning from sentences and understand what the author thinks.</p>	<p>No evidence obtained</p>

MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Add and subtract multi-digit whole numbers	<p>Your child is a multi-digit addition and subtraction expert! They can compute huge numbers past one million rapidly and flawlessly. They show a deep understanding of place value by working backward to solve missing-digit puzzles inside columns and can explain clever math shortcuts to calculate across zeros without needing to borrow at all.</p>	<p>Your child successfully meets the goal. They can add and subtract large numbers up to one million accurately using standard column math. They know exactly how to carry over bundles when adding and how to un-bundle a ten, hundred, or thousand when borrowing, navigating rows of zeros in the middle of a number perfectly.</p>	<p>Your child is very close to the goal. They are excellent at adding and subtracting large numbers when the columns don't require heavy trading. However, when a problem requires borrowing across multiple zeros in a row, they get easily confused, forget to turn internal zeros into nines, or shift their columns sideways.</p>	<p>Your child is just starting to learn this skill. When given a large number problem, they treat each column like a separate small number and don't know how to carry or borrow between columns, often just taking the smaller number away from the bigger one. They need lots of teacher support, place-value grids, and guided practice.</p>	<p>No evidence obtained</p>



MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Divide a multi-digit number by a 1-digit number with and without remainders	<p>Your child is a division mastermind! They can divide huge multi-digit numbers well past the fourth-grade limit completely on their own. They show a deep understanding of place value by working backward to solve missing-number algebra puzzles, and they know exactly how a remainder changes a real-world answer (like figuring out if you need to buy an extra bus for leftover students).</p>	<p>Your child successfully meets the goal. They can divide large numbers up to four digits by a single number accurately. They know how to break a big division problem down using place-value steps or area boxes, calculate exactly what is left over as a remainder, and draw a neat math model to prove their thinking to a classmate.</p>	<p>Your child is very close to the goal. They are excellent at dividing numbers when they match up perfectly without any leftovers. However, when a problem requires long multi-step borrowing or leaves a remainder, they get easily confused, skip columns, or forget to write a zero in the middle of their answer. They do best with a step-by-step grid template.</p>	<p>Your child is just starting to learn this skill. When given a large division problem, they get overwhelmed by the big number and try to guess a random answer, or they treat each digit like a completely separate small number without tracking hundreds or thousands. They need lots of teacher support, place-value blocks, and guided practice.</p>	<p>No evidence obtained</p>



MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Multiply a multi-digit number by a single digit number	<p>Your child is a multiplication mastermind! They can multiply huge multi-digit numbers well past the fourth-grade limit completely on their own. They show a deep understanding of place value by working backward to solve missing-number algebra puzzles, and they know exactly how to reshape tricky equations in their head to verify their answers in seconds.</p>	<p>Your child successfully meets the goal. They can multiply large numbers up to four digits by a single number accurately. They know how to break a big multiplication problem down using place-value steps or area boxes, calculate partial products exactly, and draw a neat math model to prove their thinking to a classmate.</p>	<p>Your child is very close to the goal. They are excellent at multiplying smaller numbers when they don't require heavy column carrying. However, when a problem requires long multi-step math or has internal zeros, they get easily confused, skip column carrying values, or add their carried numbers at the wrong time. They do best with a step-by-step grid template.</p>	<p>Your child is just starting to learn this skill. When given a large multiplication problem, they get overwhelmed by the big number and try to guess a random answer, or they treat each digit like a completely separate small number without tracking hundreds or thousands. They need lots of teacher support, place-value blocks, and guided practice.</p>	<p>No evidence obtained</p>



MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Multiply a 2-digit by 2-digit number	<p>Your child is a multiplication mastermind! They can multiply two-digit numbers using fast mental math strategies completely on their own. They show a deep understanding of place value by working backward to solve missing-number algebra puzzles and can explain clever math shortcuts to verify their work without relying on long columns.</p>	<p>Your child successfully meets the goal. They can multiply any two-digit numbers (like 34×27) accurately. They know how to break the problem down into four separate place-value blocks using a window model or use the standard column method, tracking their zero placeholders perfectly.</p>	<p>Your child is very close to the goal. They are excellent at basic multiplication facts, but they get easily tangled during the multi-step process of double-digit math. They frequently forget to add the critical "0" placeholder when multiplying by the tens column or accidentally add their carried numbers before they multiply.</p>	<p>Your child is just starting to learn this skill. When given a double-digit multiplication problem, they treat each number like a separate tiny digit and miss the fact that the front numbers stand for "tens." They need lots of teacher support, base-10 block grids, and direct step-by-step guidance.</p>	<p>No evidence obtained</p>



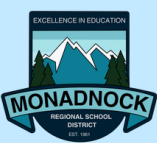
MATHAMATICS - NUMBERS & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Read, write and compare numbers in numeric, word and expanded form	Your child is a large-number master! They can read, write, and compare massive numbers past one million easily. They show a deep understanding of place value by cracking tricky number riddles (like matching numbers written in unusual, scrambled chunks) and can work backward to solve complex number puzzles completely on their own.	Your child successfully meets the goal. They can comfortably read, write, and switch between different styles of numbers up to one million (like turning a written name into a number or expanding it into a math addition sentence). They look at two large numbers and use math signs to prove which one is bigger based on true place-value rules.	Your child is very close to the goal. They are excellent at working with smaller numbers up to the thousands. However, they get easily confused by large numbers that have multiple zeros hidden in the middle, sometimes skipping a column when writing them out or expanding them. They do best when numbers are neatly stacked on top of each other to compare them.	Your child is just starting to learn this skill. When given large numbers, they get overwhelmed by all the digits and struggle to name the columns or write out the words. They often guess which number is bigger without tracking thousands or ten-thousands. They need lots of teacher support, place-value mats, and base-10 counting blocks.	No evidence obtained



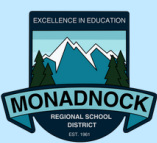
MATHAMATICS - OPERATIONS & ALGEBRAIC THINKING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Create patterns using a rule and identify features within them	<p>Your child is a pattern mastermind! They don't just follow a basic rule to list next numbers; they can figure out complex hidden codes on their own. They notice deep mathematical secrets inside a pattern—like noticing how values repeat in a circular rhythm or predicting a huge mystery term way down the line without needing to list every single step on the page.</p>	<p>Your child successfully meets the goal. They can take a math rule (like "Multiply by 2") or a shape sequence and grow the pattern accurately over many steps. They can also spot hidden patterns inside the main pattern, like noticing that a rule about adding odd numbers makes the final list alternate back and forth between odd and even totals.</p>	<p>Your child is very close to the goal. They can expand a pattern nicely if the math rule is basic. However, if they make a tiny adding mistake early on, it ruins the rest of their number list. They also struggle to see the bigger picture, like missing the fact that all the numbers end in a 5 or a 0, needing a prompt to notice trends.</p>	<p>Your child is just starting to learn this skill. When given a rule like "Add 4," they might add 4 once, then start adding completely random numbers or just copy the numbers they see. They find it hard to track how shapes or numbers grow and need lots of teacher support, actual block counters, and guided tracking games.</p>	No evidence obtained
Understand and find factors and multiples	<p>Your child is a factor and multiple mastermind! They don't just find number matches; they understand how numbers are structurally built from their multiplication pieces. They can easily find hidden common factors for large numbers past 100, work backward to solve complex number puzzles, and explain deep mathematical patterns with ease.</p>	<p>Your child successfully meets the goal. They can comfortably break down any number up to 100 into all its multiplying parts (factor pairs). They can jump forward to list multiples (like skip-counting) and look at any number to tell you if it is "prime" or "composite" based on how many number families it belongs to.</p>	<p>Your child is very close to the goal. They are excellent at finding simple factors and skip-counting by basic numbers. However, when working with larger numbers, they often miss hidden multiplying parts, like forgetting that 3 can divide into 51. They also get the words "factor" and "multiple" mixed up sometimes and need a reminder chart to stay on track.</p>	<p>Your child is just starting to learn this skill. When asked to find factors, they get overwhelmed by the numbers and guess random multiplication facts that don't match up. They think every odd number is a prime number and need lots of teacher support, actual block arrays to build, and direct step-by-step guidance.</p>	No evidence obtained



MATHAMATICS - NUMBERS & OPERATIONS - FRACTIONS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Add and subtract fractions with like denominat ors	Your child is a fraction computation expert! They can add and subtract complex mixed numbers with the same denominator easily in their head. They can break whole numbers down into fractional pieces to borrow (like turning 5 into $4\frac{4}{4}$) and solve multi-step fraction story problems completely on their own.	Your child successfully meets the goal. They can add and subtract fractions and mixed numbers that have the exact same bottom number. When a subtraction problem requires borrowing from a whole number, they know how to break it down correctly, compute the final fraction, and draw a model to prove their work.	Your child is very close to the goal. They are excellent at adding and subtracting simple fractions. However, when working with mixed numbers or when a subtraction problem requires borrowing, they get confused. They also sometimes make the mistake of adding the bottom numbers together, needing a visual reminder tool.	Your child is just starting to learn this skill. When they see a fraction problem, they treat all the digits like regular separate numbers and add across the top and bottom randomly. They need lots of teacher support, physical fraction tiles to lay side-by-side, and direct step-by-step guidance.	No evidence obtained
Understand and generate equivalent fractions	Your child is an equivalent fraction master! They can quickly find matching fractions for large numbers and values greater than one whole. They can work backward to solve missing number algebra puzzles in equivalent equations and easily prove why two fractions match using multiplication rules, even on completely different shapes.	Your child successfully meets the goal. They can find different fraction names for the same amount, like knowing that $\frac{3}{4}$ is the same as $\frac{9}{12}$. They can draw neat shapes or number lines to prove that multiplying the top and bottom numbers creates more pieces that are smaller, but covers the exact same space.	Your child is very close to the goal. They can spot matching fractions if they have a pre-made fraction wall or shaded charts to look at. However, without a ready-made picture, they find it hard to write equivalent fractions, often accidentally adding to the top and bottom numbers instead of multiplying them.	Your child is just starting to learn this skill. They look only at the whole numbers inside a fraction and get confused, thinking a fraction with bigger numbers is always a bigger pile. They need lots of teacher support, plastic fraction tiles to lay on top of each other, and basic fair-share matching games.	No evidence obtained



MATHAMATICS - NUMBERS & OPERATIONS - FRACTIONS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Multiply a fraction by a whole number	<p>Your child is a fraction multiplication mastermind! They can multiply fractions and tricky mixed numbers by whole numbers easily in their head. They show a deep understanding of math rules by working backward to solve missing-number puzzles and can explain exactly how a leftover fraction changes a real-world answer (like figuring out if you need to buy a whole extra bag of sugar for a recipe).</p>	<p>Your child successfully meets the goal. They understand that multiplying a fraction by a whole number means making copies of a fractional group. They can multiply a whole number by the top number of a fraction accurately, rewrite large improper answers as clean mixed numbers, and draw neat number lines or circle models to prove their steps.</p>	<p>Your child is just starting to learn this skill. When given a problem, they treat the whole number and the fraction like two separate regular numbers and guess whether to add them together or place them side-by-side. They need lots of teacher support, physical fraction tiles to lay out in repeating groups, and direct guidance.</p>	<p>Your child is just starting to learn this skill. When given a problem, they treat the whole number and the fraction like two separate regular numbers and guess whether to add them together or place them side-by-side. They need lots of teacher support, physical fraction tiles to lay out in repeating groups, and direct guidance.</p>	<p>No evidence obtained</p>



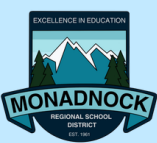
MATHAMATICS - NUMBERS & OPERATIONS - FRACTIONS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Understand simple decimals in terms of fractions	<p>Your child is a decimal and fraction master! They can quickly connect decimals and fractions for values larger than one whole or break down complex numbers way past the fourth-grade scope. They can work backward to solve missing-number algebra puzzles and easily explain how tenths and hundredths match up using division secrets.</p>	<p>Your child successfully meets the goal. They understand that decimals are just a different outfit for fractions with 10 or 100 on the bottom. They can rewrite $\frac{6}{10}$ as (0.6) or $\frac{25}{100}$ as (0.25). They also know how to turn tenths into hundredths to add fractions with different bottom numbers (like $\frac{3}{10} + \frac{4}{100}$) accurately.</p>	<p>Your child is very close to the goal. They are excellent at matching simple decimals and fractions when they look straightforward. However, when adding fractions with different bottom numbers like 10 and 100, they forget to multiply the tenths first. They also get tripped up by zero placeholders, accidentally writing seven-hundredths as (0.7) instead of (0.07).</p>	<p>Your child is just starting to learn this skill. They look at a decimal point like a separation dot and treat the digits on the right like normal separate numbers. They struggle to see how a fraction like $\frac{1}{10}$ maps to a decimal and need lots of teacher support, base-10 blocks to hold, and direct step-by-step guidance.</p>	<p>No evidence obtained</p>



MATHEMATICS - GEOMETRY

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Classify 2-dimension al shapes by their lines and angles, and spot right triangles	Your child is a geometry expert! They don't just name shapes; they look deep inside them to analyze how their lines and angles interact. They can find intersecting rules (like finding a shape that has parallel sides <i>and</i> a square corner) and can group tricky, irregular shapes completely on their own using advanced sorting maps.	Your child successfully meets the goal. They can look at any flat shape and sort it accurately by checking for train-track lines (parallel), square T-corners (perpendicular), or sharp/wide corners (angles). They can easily spot right triangles and prove exactly what makes them unique.	Your child is very close to the goal. They know the basic names of shapes, but they get easily confused if a shape is turned a weird way on the page. They might miss parallel lines when a shape is tilted or struggle to find the hidden square corner inside a right triangle without a helper tool.	Your child is just starting to learn this skill. They look at shapes by how big or colorful they are instead of checking their geometric properties. They struggle to count matching sides or point out square corners and need lots of teacher support and physical plastic shapes to hold.	No evidence obtained
Draw and identify lines and angles	Your child is a master draftsman and geometric analyst! They don't just sketch lines; they understand the structural engineering laws behind intersections. They can look at a complex, tangled blueprint or drawing and instantly pull out hidden parallel rays, perpendicular paths, and exact angle families completely on their own.	Your child successfully meets the goal. They can draw straight lines, segments, rays, and points accurately using a ruler. They can cleanly construct and label sharp corners (acute), wide corners (obtuse), square corners (right), crossing T-lines (perpendicular), and train tracks (parallel) while naming them with zero errors.	Your child is very close to the goal. They know the basic definitions of lines and corners, but they get confused when lines cross over each other or turn sideways. They might call a line a ray by mistake or miss a pair of parallel lines because they are tilted diagonally on the paper, needing a quick cheat sheet to check their work.	Your child is just starting to learn this skill. They struggle to draw straight lines and confuse the structural parts, like points and arrows. They look at lines like regular drawings instead of checking their geometric definitions and need lots of teacher support, tactile string tools, and direct guidance.	No evidence obtained



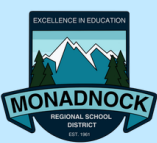
MATHEMATICS - GEOMETRY

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Recognize and draw a line of symmetry in a two dimensional shape	<p>Your child is a symmetry expert! They don't just find easy up-and-down fold lines; they look deep into complex, unusual shapes to track matching halves across tilted or diagonal lines. They can look at half a drawing and perfectly mirror it to finish the shape, explaining exactly how any minor change to a design ruins its perfect balance.</p>	<p>Your child successfully meets the goal. They can find and draw perfect fold lines across fourth-grade shapes. They know that a true line of symmetry creates two matching halves that map onto each other perfectly when folded, and they can find shapes that have more than one fold line (like a square or circle) without missing any.</p>	<p>Your child is very close to the goal. They are excellent at finding standard up-and-down fold lines in shapes. However, they get easily tricked by diagonal lines on shapes like rectangles, thinking that if a line cuts a shape into two equal-sized pieces, it must be a line of symmetry even if the corners don't line up when folded.</p>	<p>Your child is just starting to learn this skill. When asked to draw a fold line, they slice randomly through a shape without checking if the pieces match up. They struggle to see the mirror-image balance in drawings and need lots of teacher support, actual paper shapes to fold and cut, and direct guidance.</p>	<p>No evidence obtained</p>



MATHEMATICS - MEASUREMENT AND DATA

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Measure angles and find unknown angles	Your child is an angle and engineering master! They don't just read numbers on a protractor; they understand the structural laws of geometric rotation. They can look at complex, overlapping lines and instantly use addition and subtraction shortcuts to solve tricky algebra puzzles to find hidden angles completely on their own.	Your child successfully meets the goal. They can comfortably align a protractor's center point and baseline to find the exact degree of any angle. They can draw a perfect angle of a specific size (like 45°) using a straightedge and solve missing-number math stories when two or more angles share a corner.	Your child is very close to the goal. They can tell you if an angle is small and sharp or wide and large. However, when using a protractor, they frequently get tricked by the two rows of numbers, reading the wrong size. They also struggle to find a missing angle if they have to remember on their own that a straight line equals exactly 180 degrees.	Your child is just starting to learn this skill. They see a protractor and treat it like a regular ruler or a toy, guessing random angle sizes based on nothing. They do not know where to place the tool to start measuring and need lots of teacher support, physical fan-folding tools, and direct guidance.	No evidence obtained
Represent and interpret data	Your child is a data and analysis expert! They can gather complex information, build perfectly scaled fractional number lines, and place data points accurately down to tiny fractions. They can solve complicated, multi-step math stories by adding, subtracting, or breaking down multiple fraction values directly from a graph to explain hidden real-world patterns completely on their own.	Your child is very close to the goal. They understand how a line plot works and can chart simple whole numbers easily. However, when a graph has lots of tiny lines for fourths and eighths, they accidentally put their data marks on the wrong lines or get stuck when trying to subtract two different fractions from the graph, needing a template helper.	Your child is very close to the goal. They understand how a line plot works and can chart simple whole numbers easily. However, when a graph has lots of tiny lines for fourths and eighths, they accidentally put their data marks on the wrong lines or get stuck when trying to subtract two different fractions from the graph, needing a template helper.	Your child is just starting to learn this skill. They see a line plot like a drawing space and place their marks randomly across the lines without checking the numbers underneath. They struggle to find lengths or read fraction labels and need lots of teacher support, actual matching items to sort, and direct guidance.	No evidence obtained



MATHEMATICS - MEASUREMENT AND DATA

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Understand and apply units of measurement	Your child is a measurement and conversion master! They don't just fill out standard charts; they understand the mathematical laws behind sizes and scales. They can easily handle complex, multi-step math stories that mix completely different units together, switch between fractions of units in their head, and solve advanced tracking puzzles completely on their own.	Your child successfully meets the goal. They understand how different units relate to each other—like knowing that a kilometer is much larger than a meter. They can comfortably take a larger measurement and break it down into smaller matching chunks (like knowing $3\text{ hours} = 180\text{ minutes}$), record these matches neatly on a two-column chart, and solve everyday measurement story problems accurately.	Your child is very close to the goal. They know what the different measurement tools do and can fill out simple 10- or 100-count metric charts easily. However, they get easily confused when a conversion relies on trickier numbers, like multiplying by 16 for ounces or 60 for minutes, often making calculation drops or skipping steps in a long word problem.	Your child is just starting to learn this skill. They confuse what the different units measure, often picking weight words for lengths or liquid words for weights. They struggle to see how a large unit breaks down into a pile of smaller ones and need lots of teacher support, actual rulers and scales to test, and direct guidance.	No evidence obtained