

Village Elementary School

100 Main Boulevard
Skillman, NJ 08558

Grade 4 Report Card 2007 - 2008

Student: _____ Teacher: _____

Language Arts

- These charts document the developmental stages of reading and writing in fourth grade.
- The shaded box indicates the stage most fourth grade students will reach by the end of the school year.
- The marking period grade indicates the stage at which the student is performing most of the time (at this point in the school year). In reality, students will display behavior in more than one stage since development is continuous and overlapping.



Reading

Beginning	Expanding	Bridging	Fluent	Proficient
<ul style="list-style-type: none"> • Reads early-reader books • Relies on print more than illustrations • Uses a variety of strategies to construct meaning from text • Orally retells a story read to students including major events and elements in order • Continues to develop a larger base of sight words • Independently reads and maintains interest in self-chosen books • Reads with phrasing and attends to punctuation 	<ul style="list-style-type: none"> • Reads beginning chapter books • Reads and finishes a variety of materials with frequent guidance • Uses strategies effectively to construct meaning (i.e. predicting, retelling, questioning). • Retells an independently read story, including plot, characters, and events • Recognizes books in a variety of genres • Begins to make connections between reading and self/world • Chooses appropriate books and reads independently • Reads fluently 	<ul style="list-style-type: none"> • Reads medium level chapter books • Reads and finishes a variety of materials with guidance • Reads and understands most new words • Uses reference materials to locate information with guidance • Increases knowledge of literary elements and genres • Silent reads for extended periods • Demonstrates literal and inferential comprehension • Effectively makes connections between reading and self/world • Begins to participate in guided literary discussions • Reads fluently with expression 	<ul style="list-style-type: none"> • Reads most young adult literature • Selects, reads and finishes a wide variety of materials • Uses reference materials independently • Understands literary elements and genres • Begins to interpret deeper meaning in young adult literature with frequent guidance • Effectively participates in guided literary discussions 	<ul style="list-style-type: none"> • Reads complex young adult literature • Moves between many genres with ease • Integrates non-fiction information to develop a deeper understanding • Interprets sophisticated meaning in young adult literature with guidance • Participates in complex literary discussions

Reading Grade

1 st MP		2 nd MP		3 rd MP	
--------------------	--	--------------------	--	--------------------	--

Writing

Beginning	Expanding	Bridging	Fluent	Proficient
<ul style="list-style-type: none"> • Writes pieces that self and others can read • Writes complete sentences • Writes about observations and experiences with some descriptive words • Experiments with capitals and punctuation • Forms many letters legibly • Begins to revise • Spells some words correctly 	<ul style="list-style-type: none"> • Begins to consider audience • Writes pieces with beginning, middle and end • Revises by adding description and detail • Listens to peers' writing and offers feedback • Edits for punctuation and spelling • Uses capital letters and periods • Forms letters with ease • Spells many common words correctly 	<ul style="list-style-type: none"> • Begins to write for various purposes • Organizes ideas in logical sequence • Begins to develop paragraphs • Uses a variety of sentences in written pieces • Begins to revise by adding literary devices • Develops editing and proof-reading skills • Employs strategies to spell difficult words correctly 	<ul style="list-style-type: none"> • Uses appropriate tone and mood for a variety of purposes • Experiments with complex sentence structure • Connects paragraphs in logical sequence • Uses an increased repertoire of literary devices • Revises for clarity by adding reasons and examples • Edits with greater precision (spelling, grammar, punctuation, capitalization) 	<ul style="list-style-type: none"> • Adapts style for a wide range of purposes • Varies sentence complexity naturally • Uses literary devices effectively • Integrates information from a variety of sources to increase power of writing • Uses sophisticated descriptive language • Uses many revision strategies effectively

Writing Grade

1 st MP		2 nd MP		3 rd MP	
--------------------	--	--------------------	--	--------------------	--

Village Elementary School

Grade 4 Report Card 2007-2008

MATHEMATICS PROGRESS INDICATORS:

The Everyday Mathematics program includes a broad range of skills and concepts. We are currently engaging students in a number of math activities, which develop a variety of skills. The skills listed below are developing/secure or secure goals and should be mastered by the end of fourth grade.

B – Beginning

D – Developing

S- Secure

Math Content	Marking Period		
	1	2	3
Geometry			
Name, draw and label geometric figures			
Identify and describe geometric figures			
Finds area of figures			
Uses a transparent mirror to draw the reflection of a figure			
Understands lines of symmetry and reflection			
Numeration			
Understands place value to the hundred millions			
Use dollars and cents notations			
Compare large numbers			
Estimate sums			
Identifies wholes and fractional parts of sets and regions			
Convert between hundredths-fractions, decimals, and percents			
Use a calculator to rename any fraction as a decimal or percent			
Operations and Computation			
Solve addition and subtraction facts			
Add and subtract multidigit numbers			
Solve addition and subtraction number stories			
Know basic multiplication facts			
Understand the relationship between multiplication and division			
Patterns, Functions, and Algebra			
Solves for unknowns			
Recognizes, constructs, and extends patterns			
Use rate tables to solve rate problems			
Measurement			
Draws and measures line segments to the nearest centimeter			
Data and Chance			
Display data with a line plot, bar graph, or tally chart			
Uses statistics to interpret data			
Math Processes			
I – Uses strategy independently			
TG – Uses strategy with some teacher guidance			
DS – Uses strategy with direct and frequent support			
NC – Not currently demonstrating behavior			
Slash (/) - Not assessed during this marking period			
Uses mental math strategies			
Uses math tools and manipulatives to explore, solve, and explain			
Uses a variety of appropriate strategies to solve problems			
Explains and justifies solutions clearly and completely			
Uses strategies to insure accuracy (copies numbers correctly, reads directions carefully, checks finished work)			

Village Elementary School

Grade 4 Report Card 2007 - 2008

Science	Marking Period			Science	Marking Period		
	1	2	3		1	2	3
Process				Content – Life (You and Your Body)			
Makes accurate and detailed observations and/or comparisons				Understands the basic function of the digestive system			
Uses evidence and/or scientific knowledge to attempt explanations or conclusions for scientific events				Understands the basic function of the respiratory system			
Uses prior knowledge or scientific knowledge to predict				Understands the basic function of the nervous system			
Plans and sets up activities with an appropriate degree of precision				Understands the basic function of the skeletal system			
Uses scientific tools/apparatus appropriately and effectively				Understands the basic function of the muscular system			
Functions effectively in a team or group setting (talks, listens, participates, performs group tasks)				Understands the basic function of the circulatory system			
Content – Earth Science (Land and Water)				Social Studies			
Understands the water cycle (evaporation, condensation, precipitation)				Social Studies Process			
Understands the interrelationship between water and land in shaping our earth				Communicates knowledge effectively in a variety of ways			
Understands soil components and their properties				Conducts research using informational text, maps, reference tools, and technology tools			
Understands elements of weather				Participates actively in group discussions, activities and projects			
Content – Physical (Motion and Design)				Social Studies Content			
Distinguish among the different ways objects can move				Demonstrates knowledge of the Age of Exploration			
Recognize that changes in the speed or direction of a moving object are caused by force and the greater the force, the greater the change in motion				Compares and contrasts early settlements in America			
Recognize that motion can be affected by forces such as friction and air resistance				Understands the reasons for and goals of colonization			
				Understands the causes for the Revolutionary War			
				Understands the consequences of the American Revolution			

Grading Key for Math, Social Studies and Science Content

- AP -** Advanced Proficient
- P-** Proficient
- PP-** Partially Proficient
- NC-** Not currently demonstrating this Behavior
- Slash (/) -** Not assessed during this marking period

Key to Grades for Math, Social Studies and Science Process

- I -** Student uses strategy independently
- TG -** Student uses strategy with some teacher guidance
- DS -** Student uses strategy with direct and frequent support
- NC -** Student is not currently demonstrating this behavior
- Slash (/) -** Not assessed during this marking period

Village Elementary School

Grade 4 Report Card 2007 - 2008

Marking Period

1	2	3	Personal/Social Growth and Work Habits
			Exhibits positive attitude
			Demonstrates effort
			Complies with school and classroom rules
			Makes responsible choices
			Takes responsibility for actions
			Respects the work of others
			Works cooperatively
			Participates in group activities
			Seeks help when appropriate
			Is prepared for class
			Demonstrates listening habits
			Focuses on task at hand
			Demonstrates self control
			Respects the feelings of others
			Finishes required tasks
			Completes homework accurately and on time
			Does neat and orderly work
			Shows an interest in school topics
			Pays attention to and follows directions
			Organizes materials effectively

Grading Key:
M- Most of the time
S- Some of the time
R- Rarely

Attendance		
	Days Absent	Days Tardy
1st		
2nd		
3rd		

Comments Marking Period 1

Comments Marking Period 2

Comments Marking Period 3

Related Arts Report Card 2007-2008

REPORT PERIOD	1 st	2 nd	3 rd
Art:			
Identifies the elements and principals of art			
Uses materials and tools effectively			
Applies new skills and concepts in an original way			
Works to potential			
Phys. Ed			
Demonstrates locomotor skills necessary to participate in physical fitness activities			
Demonstrates understanding of movement concepts as they apply to the learning and performance of physical activities			
Demonstrates motor skills necessary to enhance participation in physical fitness activities			
Displays good sportsmanship			
Participates regularly			
Health			
Displays understanding of health concepts			
Actively participates			
Media Center			
Uses library resources to access information.			
Interprets and uses information effectively.			
Technology			
Produces a finished project using a computer application			
Uses the basic features of an operating system			
Recognizes and practices responsible social and ethical behaviors when using technology			
Inputs text and data using appropriate keyboarding techniques			
Vocal Music			
Demonstrates an appreciation and understanding for concepts presented			
Participates and performs as part of a class or grade-level performance			
Willingness to experiment through participation and exploration of concepts			
Actively and attentively listens in class			
World Language			
Demonstrates comprehension of material through speech, writing, and gestures			
Students present information, concepts, and ideas to classmates and teacher			
Recognizes interrelationships between the language and the culture of a given group			
Behavior- Observes Classroom Rules			
Art			
Phys. Ed			
Health			
Media Center			
Technology			
Vocal Music			
World Language			

AP- Advanced Proficient
P- Proficient
PP- Partially Proficient
M- Most of the time
S- Some of the time
R- Rarely

Grading Key

I- Student works independently
TG- Student works with some teacher guidance
DS- Student works with direct and frequent support
NC- Not currently demonstrating this behavior
Slash(/)- Not assessed during this marking period
NA- Not applicable