

# Village Elementary School

100 Main Boulevard  
Skillman, NJ 08558



## Grade 4 Report Card 2014 - 2015

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

Reading Grade					
1 <sup>st</sup> MP		2 <sup>nd</sup> MP		3 <sup>rd</sup> MP	

### Writing

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

Writing Grade					
1 <sup>st</sup> MP		2 <sup>nd</sup> MP		3 <sup>rd</sup> MP	

# Village Elementary School

Grade 4 Report Card 2014-2015

## Mathematics Learning Goals

*Students are currently engaged in a number of math activities which develop a variety of skills. The skills listed below should be mastered by the end of the year.*

<b>Operations &amp; Algebraic Thinking</b>	MP1	MP2	MP3
Solves multi-step word problems using the four operations			
Interprets remainders in division word problems			
Finds all factors and multiples within 100			
Generates and analyzes patterns			
Fluently solves division facts within 100			
<b>Number &amp; Operations in Base Ten</b>			
Reads and writes numbers to the millions			
Compares large numbers using $<$ , $>$ , and $=$			
Rounds multi-digit numbers to any place			
Adds multi-digit numbers with the standard algorithm			
Subtracts multi-digit numbers with the standard algorithm			
Multiplies up to four-digit numbers by one-digit numbers; multiplies two two-digit numbers			
Divides up to four-digit numbers by one-digit numbers			
<b>Number &amp; Operation - Fractions</b>			
Recognizes and makes equivalent fractions			
Compares fractions using common denominators, common numerators, or benchmark fractions			
Adds and subtracts fractions and mixed numbers with like denominators			
Solves addition and subtraction word problems involving fractions with like denominators			
Multiplies a whole number by a fraction			
Converts between tenth-fractions, hundredth-fractions, and decimals			
Compares tenths and hundredths			
<b>Measurement &amp; Data</b>			
Knows different measurement systems; knows equivalences within a measurement system			
Applies area and perimeter formulas for rectangles to real word problems			
Makes a line plot displaying data including fractional measurements ( $1/2$ , $1/4$ , $1/8$ )			
Measures angles with a protractor			
<b>Geometry</b>			
Draws and identifies lines, rays, and angles			
Classifies figures based on presence or absence of features			
Recognizes and identifies lines of symmetry			
<b>Mathematical Processes</b>			
Solves problems and clearly communicates strategies			
Attends to precision			

### Math Content Grading Key

<b>P-</b>	Proficient
<b>PP-</b>	Partially Proficient
<b>NC-</b>	Not currently demonstrating this Behavior
<b>Slash (/)</b>	Not assessed during this marking period

### Math Process Grading Key

<b>I -</b>	Student uses strategy independently
<b>TG -</b>	Student uses strategy with some teacher guidance
<b>DS -</b>	Student uses strategy with direct and frequent support
<b>NC -</b>	Student is not currently demonstrating this behavior

**Village Elementary School**  
Grade 4 Report Card 2014-2015

**Science Learning Goals**

*Students are currently engaged in a number of science activities which develop a variety of understandings and skills. The understandings and skills listed below should be mastered by the end of the year.*

<b>Physical Science – Motion and Design</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Distinguishes among the different ways objects move			
Recognizes that changes in speed or direction of a moving object are caused by force and the greater the force, the greater the change in motion			
Recognizes that motion can be affected by forces such as friction, air resistance, and gravity			
<b>Earth and Space Science - Weather</b>			
Explains the water cycle (evaporation, condensation, precipitation, and runoff)			
Knows that land, air, and water absorb the sun’s energy differently			
Identifies patterns in data from basic weather instruments			
Explains how water can change between solid, liquid, and gas			
<b>Science Processes</b>			
Communicates accurate and detailed observations, comparisons, and/or measurements			
Uses prior knowledge or scientific knowledge to make predictions/hypotheses			
Works collaboratively with a science team (talks, listens and participates respectfully, performs group tasks)			
Asks questions and revises thinking based on investigations and/or research			
Uses equipment appropriately in scientific investigations.			
Uses evidence from investigations and/or scientific knowledge to develop reasonable explanations or conclusions			
<b>Social Studies (Process)</b>			
Uses a variety of tools to collect information			
Communicates knowledge effectively			
Actively participates in class activities			
<b>Social Studies (Content)</b>			
Evaluates the impact of European exploration of the Americas			
Understands the reasons for colonization			
Compares early settlements in America			
Understands daily life in the colonies			
Identify the colonies in each of the 3 colonial regions			
Understands the causes for the Revolutionary War			
Recognizes key events of the Revolutionary War			
Identify key places in the Revolutionary War			

**Science & Social Studies Content Grading Key**

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

**Science & Social Studies Process Grading Key**

- 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 2014-2015

### Marking Period

1	2	3	<b>Personal/Social Growth and Work Habits</b>
			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:**

C- Consistently  
M- Most of the time  
S- Some of the time  
R- Rarely

<b>Attendance</b>		
	Days Absent	Days Tardy
<b>1<sup>st</sup></b>		
<b>2<sup>nd</sup></b>		
<b>3<sup>rd</sup></b>		

### Comments Marking Period 1

  
  
  
  
  
  
  

### Comments Marking Period 2

  
  
  
  
  
  
  

### Comments Marking Period 3

## Related Arts Report Card 2014-2015

Art:	MP 1	MP 2	MP 3
Utilizes 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 ability to perform motor skills and movement patterns required in a variety of physical activities			
Demonstrates understanding of movement concepts and strategies as they apply to the learning and performance of physical activities			
Exhibits responsible personal and social behavior that respects self and others in physical activity settings			
Displays good sportsmanship			
Participates regularly in physical activity			
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			
General 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			
Demonstrate comprehension of material through speech, writing or gesture			
Participates in class			
Shows an appreciation and understanding of a given culture			
Behavior- Observes Classroom Rules			
Art			
Phys. Ed			
Health			
Media Center			
Technology			
Vocal Music			
World Language			

In the absence of a comments section for related arts, there are more grading indicators to communicate the range of abilities.

### Content Grading Key

<b>AP-</b> Advanced Proficient	<b>I-</b> Student works independently
<b>P-</b> Proficient	<b>TG-</b> Student works with some teacher guidance
<b>PP-</b> Partially Proficient	<b>DS-</b> Student works with direct and frequent support
<b>NA-</b> Not applicable	<b>NC-</b> Not currently demonstrating this behavior
	<b>Slash(/)-</b> Not assessed during this marking period

### Behavior Grading Key

<b>C-</b> Consistently
<b>M-</b> Most of the time
<b>S-</b> Some of the time
<b>R-</b> Rarely