

SJUSD FOURTH GRADE PROGRESS REPORT Form A

Student	ID #
School	Birth date
Teacher	Year 2002-2003

All Students: Form A / English Learners: Forms A & B
 English Learners in SEI: Form B for Languages Arts and Form A for all other classes
 English Learners in Bilingual Program: Form B for ELD and Form A for all other classes
 Success for All FALL WINTER SPRING

READING STANDARDS English / Spanish

Reads with expression and fluency			
Uses word attack skills and strategies			
Reads and understands narrative and expository text			
Uses appropriate strategies for different reading purposes			
Understands and identifies the elements of a story			
Describes structural differences in variety of literary genre			
Effort (Rubric N I S E)			

WRITING STANDARDS English / Spanish

Writes legibly in cursive			
Uses various reference materials			
Knows and understands the elements of a paragraph			
Revises and edits written work			
Writes narratives and biographies			
Writes responses to literature			
Writes information reports			
Writes summaries			
Uses correct sentence structures and grammar			
Uses correct punctuation and capitalization			

Spells grade level words correctly in written work

Spells grade level words correctly on tests			
Effort (Rubric N I S E)			
Performance Based Assessment			

LISTENING AND SPEAKING STANDARDS E/S

Listens and responds critically to class and group discussions			
Delivers clear and organized oral communications			
Effort (Rubric N I S E)			

Teacher's Comments for Fall	At Risk for Retention
	Parent attended Conference
Parent Signature	Date

4	<i>Skills not assessed are left blank</i>	1 Below grade level standard	2 Approaching grade level standard	3 At grade level standard	4 Exceeds grade level standard	+ Consistently at grade level
	E EFFORT & BEHAVIOR RUBRIC	N Needs Improvement	I Improving	S Satisfactory	E Excellent	√ Inconsistently at grade level x Rarely at grade level

If subject is marked with *, student is receiving modified curriculum per SST, 504 Plan or IEP

MATHEMATICS STANDARDS English / Spanish

	FALL	WINTER	SPRING
Identifies place value and compares whole numbers			
Adds and subtracts simple decimals			
Solves problems involving multi-digit adding & subtracting			
Solves problems involving multiplying and dividing with multi-digit whole numbers			
Factors small whole numbers			
Describes and compares simple fractions and decimals			
Understands positive & negative numbers on number line			
Estimates, rounds & manipulates large and small numbers			
Solves equations using basic operations and parentheses, such as $y=3x+5$			
Identifies and graphs ordered pairs on a coordinate plane			
Computes perimeter and area with formulas			
Understands plane and solid figures			
Displays, analyzes, compares, interprets different data sets			
Constructs and creates graphs and tables			
Uses a variety of strategies to solve problems			
Analyzes and solves real world problems			
Basic Facts (circle denotes weakness)	+ - x ÷	+ - x ÷	+ - x ÷
Effort (Rubric N I S E)			
Performance Based Assessment (Scored on 4 point rubric)			

SCIENCE STANDARDS English/Spanish

Understands and applies the concepts of physical, life, earth, and space science			
Thinks scientifically			
Conducts scientific investigations			
Understands and uses scientific tools and technologies			
Communicates scientific information and processes			
Understands how developments in science and technology affect society and the environment			
Effort (Rubric N I S E)			

Teacher's Comments for Winter	Possible Retention
Parent Signature	Date

PROGRAMS, SERVICES AND ATTENDANCE (√)	FALL	WINTER	SPRING
English Learner (if checked see Form B)			
Bilingual			
Structured English Immersion (SEI)			
Redesignated Date			
Migrant Education			
Title I			
Speech / Language			
Special Education RSP / SDC			
Gifted And Talented Education			
Number Attendance Days in Grading Period			
Number of Days Tardy			
Number of Days Absent			
Absences / Tardies affect learning (Y=Yes)			

HISTORY / SOCIAL SCIENCE STANDARDS E/S

Uses timelines, maps, and globes			
Gathers accurate and relevant information			
California History: Shows understanding of history, government, and people			
Effort (Rubric N I S E)			

TECHNOLOGY STANDARDS (N I S E)

Uses basic keyboard skills			
Accesses network services			
Uses basic word processing features			
Effort (Rubric N I S E)			

OTHER SUBJECTS (N I S E)

Music, Visual, and Performing Arts			
Health			
Physical Education			

EFFORT AND BEHAVIOR Lifelong Learning Standards (N I S E)

Follows oral and written directions - LLS 1, 3			
Uses time appropriately - LLS 3			
Works independently - LLS 3			
Completes class work on time - LLS 3			
Completes homework on time - LLS 3			
Follows classroom rules - LLS 5			
Follows playground rules - LLS 5			
Works, shares, and plays cooperatively - LLS 2, 4			
Respects rights and property of others - LLS 4, 5			

Teacher's Comments for Spring	Retained
	Promoted to Grade
Teacher Signature	Date

READING STANDARDS

Vocabulary Development and Fluency: Students decode words fluently and accurately to comprehend text. They use a dictionary and thesaurus.

Reading Comprehension: Students identify structural patterns in narrative and expository text including themes, comparisons, causes and effects, sequences, propositions, and support. They use text cues and prior knowledge to draw inferences and conclusions and to make and confirm predictions.

Literary Response and Analysis: Students compare elements of literature in fables, myths, fantasies, legends, and fairy tales from various cultures. They develop theories to explain similarities.

WRITING STANDARDS

Writing Strategies: Students write a multiple paragraph composition including a beginning paragraph, with an identifiable topic, supporting paragraphs with examples, explanations, facts, details, and a concluding summary paragraph. They revise by adding, deleting, rearranging, and synthesizing text. They write legibly in cursive.

Writing Applications: Students use standard English to write in four genres: narrative/biographies, responses to literature, information reports, and summaries.

Written and Oral Language Conventions: Students write and speak using standard English conventions.

LISTENING AND SPEAKING STANDARDS

Students listen critically and respond appropriately to oral communication. They can paraphrase and summarize information they hear. They deliver brief recitations and make oral presentations.

HISTORY/SOCIAL SCIENCE STANDARDS

Students use time lines, maps and globes to support study of the history, government and people of California. They conduct research to gather accurate and relevant information.

MATHEMATICS STANDARDS

Number Sense: Students order and compare numbers to millions, to two decimal places, and how whole numbers and decimals relate to simple fractions ($1/2 = 0.5$) They understand negative numbers and how to factor small whole numbers.

Algebra and Functions: Students use boxes and letters (variables) to stand for numbers in simple expressions or equations.

Measurement and Geometry: Students find the area of rectangles and understand the relationship between area and perimeter. They identify parallel and perpendicular lines, the radius and diameter of a circle, and congruency in shapes. They define right, acute, and obtuse angles and different kinds of triangles.

Statistics, Data Analysis and Probability: Students interpret graphs that have one and two variables. They use tables, grids, or tree diagrams to represent the probability of possible outcomes in a situation.

Mathematical Reasoning and Communication: Students use strategies and results from simpler problems to more complex problems.

SCIENCE STANDARDS

Students learn how plants and animals grow, adapt to their environment and interact with one another. They learn how energy flows through an ecosystem, how ecosystems change, and factors that affect ecosystems. Students also learn how Earth changes by processes that occur on and within its crust. They discover how energy causes change in the states of matter. They investigate electricity and how it interacts with magnetism to form electromagnets. Students develop science process skills such as observing, comparing, measuring, predicting, experimenting, recording, and interpreting data, drawing conclusions, and communicating.

TECHNOLOGY STANDARDS

Students use basic keyboarding skills and word processing features. They use network services including printers.

PROGRESS REPORTING

The marks in the following column are used to indicate a student's grade level proficiency, based on the academic content standards.

GRADE LEVEL PERFORMANCE STANDARDS

1 = Below the grade level standard: The student is not meeting the standards for fourth grade and is working below grade level.

2 = Approaching the grade level standard: At this time of year, the student grasps and applies key concepts, processes, and skills for fourth grade, but produces work that is still not at grade level.

3 = At the grade level standard: The student regularly demonstrates proficiency in the majority of the standards for fourth grade. The student, with limited errors, grasps and applies key concepts, processes, and skills for fourth grade.

4 = Exceeds the grade level standard: The student often exceeds the standards for fourth grade. The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills beyond the fourth grade level.

EFFORT AND BEHAVIOR STANDARDS

These marks are used to indicate a student's effort.

N = Needs Improvement: Indicates the student does not meet the effort and behavior expectations for his or her ability.

I = Improving: Indicates the student does not meet the effort and behavior expectations for his or her ability but recognizes student is trying and showing improvement.

S = Satisfactory: Indicates the student regularly meets the effort and behavior expectations for his or her ability.

E = Excellent: Indicates the student consistently meets and regularly exceeds the effort and behavior expectations for his or her ability.

LIFELONG LEARNING STANDARDS

These behaviors indicate how a fourth grader will demonstrate their progress toward mastery of these standards:

1. Effective Communicator: Expresses ideas in a variety of ways.

2. Informed Thinker: Identifies, defines, and solves problems.

3. Self-directed Learner: Reflects on their attitudes and behaviors.

4. Collaborative Worker: Makes relevant contributions to a group.

5. Responsible Member: Recognizes and shows respect for people with diverse backgrounds.

6. Information Processor: Selects relevant information.