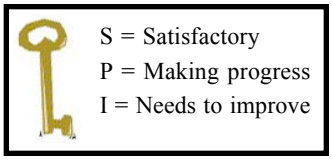
**NAME:** Student, Test **- 4th Grade**
**TEACHER:**
**SCHOOL:**

| ATTENDANCE | Fall | Winter | Spring | Total |
|---|---|---|---|---|
| Half Days Absent: | | | | |
| Times Tardy: | | | | |

# LEARNING/SOCIAL BEHAVIOR

*We believe that these behaviors contribute to student learning and are considered an integral part of our teaching. We do not expect that all children will demonstrate consistency at all times, but we do emphasize continual progress for the student in demonstrating the behavior on a regular basis. Your child's progress is indicated according to the KEY at right.*




***Demonstrates responsibility for own learning.***

| Fall | Winter | Spring | |
|---|---|---|---|
| | | | Demonstrates self-control |
| | | | Attends to the task at hand |
| | | | Completes tasks independently |
| | | | Chooses and accepts challenging tasks |
| | | | Completes homework |
| | | | Completes class work |

***Maintains positive relationships with peers and adults.***

| Fall | Winter | Spring | |
|---|---|---|---|
| | | | Works cooperatively with others |
| | | | Uses conflict management strategies to solve problems |
| | | | Speaks and acts respectfully to others |

***Puts forth effort.***

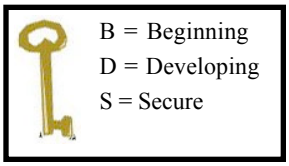
| Fall | Winter | Spring | |
|---|---|---|---|
| | | | Perseveres even when tasks are difficult |
| | | | Is willing to take risks and try new things |
| | | | Works to produce a quality product |

***Responds to teacher-directed activities.***

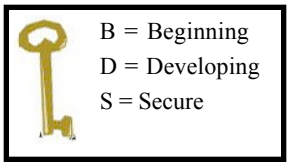
| Fall | Winter | Spring | |
|---|---|---|---|
| | | | Follows directions |
| | | | Uses active listening |
| | | | Participates constructively in discussions and activities |

# LISTENING AND SPEAKING

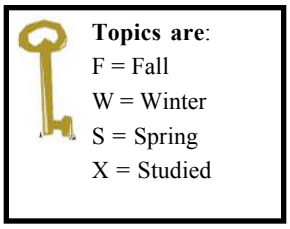
| Fall | Winter | Spring | |
|---|---|---|---|
| | | | Uses precise language to express ideas, opinions, and feelings in group discussions |
| | | | Listens for meaning to gain information in discussions and conversations |
| | | | Incorporates content area vocabulary in class discussions |
| | | | Conveys ideas confidently and coherently in discussions and conversations |




# SOCIAL STUDIES




| Fall | Winter | Spring | |
|---|---|---|---|
| | | | Takes part in social studies discussions |
| | | | Completes social studies activities |
| | | | Understands concepts studied |




**Topics Studied**

| | |
|---|---|
| | *Michigan Adventure* |
| | Michigan Biographies and Historical Fiction |
| | Economic Read-a-loud |

**<u>Conflict Management:</u>** Students at every grade level are taught skills for preventing, managing, and peacefully resolving conflicts. If students are given opportunities to practice these skills in real life school situations, they become empowered to take responsibility for resolving the conflicts that naturally occur in their lives. An "X" indicates the Topic was studied this year.

[ ] Conflict Management

***B, D, S*** *indicates whether your child's understanding is* ***B****eginning,* ***D****eveloping or* ***S****ecure.*
*Items unmarked have not yet been taught or assessed.*
*Bold letter in parentheses indicates expected grade level performance.*

## READING

| F | W | S | |
|---|---|---|---|
| | | | 1. Independently reads and comprehends grade appropriate literature (**S**) |
| | | | 2. Independently reads and comprehends grade appropriate informational text (**S**) |
| | | | 3. Selects and reads books of appropriate difficulty during independent reading times (**S**) |
| | | | 4. Sustains interest and focus on longer texts that require several days of reading (**S**) |
| | | | 5. Makes connections to text to extend meaning (**S**) |
| | | | 6. Makes inferences (e.g., draws conclusions, makes justifiable predictions, interprets text) (**D**) |
| | | | 7. Interprets and uses information from a wide variety of visual (graphic) aids (**S**) |
| | | | 8. Formulates questions to sustain and extend meaning of the text, with guidance (**D**) |
| | | | 9. Uses a variety of strategies to self-monitor understanding of texts (**S**) |
| | | | 10. Uses a variety of strategies to determine the meaning of unfamiliar words, (e.g. analogies to known words, context, base words, affixes) (**S**) |
| | | | 11. Summarizes and synthesizes chapters, short stories and informational articles (**D**) |
| | | | 12. Reads books from a variety of genre (**D**) |
| | | | 13. Writes quality responses to texts (**D**) |
| | | | 14. Leads and/or takes part in literary discussions (**D**) |

## WRITING

The expectations for achievement are that students will meet **S**ecure (S) proficiency levels by spring.

### Writing Genre

| F | W | S | |
|---|---|---|---|
| | | | 1. Develops cohesive writing projects attending to specific features of the particular genres/forms being used. |

To achieve genre benchmarks, the GLCEs require the following Units of Study in writing:
(an "X" indicates this area was studied during the indicated marking period

| F | W | S | | F | W | S | |
|---|---|---|---|---|---|---|---|
| | | | 2. Narrative pieces such as personal narrative and fiction. | | | | 4. Poetry. |
| | | | 3. Informational piece. | | | | 5. Research Project. |

### Writing Process / Personal Style

| | | | |
|---|---|---|---|
| | | | 6. Exhibits a personal style / voice while considering the audience and purpose. |
| | | | 7. Uses a variety of prewriting techniques, such as: graphic organizers, notebook strategies, and conversations, that help him/her generate, sequence, and structure ideas. |
| | | | 8. Drafts focused ideas and composes mechanically sound paragraphs. |
| | | | 9. Revises own drafts using oral and written feedback and self-evaluation. |
| | | | 10. Proofreads and edits using grade-level checklists both individually and in groups. |

### Grammar and Usage

| | | | |
|---|---|---|---|
| | | | 11. Writes complete (simple and compound) sentences with beginning capitalization and ending punctuation. |
| | | | 12. Uses other grade-level grammatical concepts in writing, including: direct/indirect objects, prepositional phrases, adjectives, common/proper nouns, pronouns, regular/irregular verbs, hyphens, apostrophes, and contractions. |
| | | | 13. Uses quotation marks and uses commas to set off words, phrases, and dialogue. |

### Spelling

| | | | |
|---|---|---|---|
| | | | 14. Correctly spells words used often in reading and writing using a variety of strategies. |

### Handwriting

| | | | |
|---|---|---|---|
| | | | 15. Writes neatly and legibly in cursive. |

### Writing Attitude

| | | | |
|---|---|---|---|
| | | | 16. Is enthusiastic about writing and tries to apply classroom learning independently. |

Student, Test - 4th Grade

# M A T H E M A T I C S

The goal is that students will be **Secure** in all outcomes by the end of the year.
**B, D, S** indicates whether your child's understanding is **B**eginning, **D**eveloping or **S**ecure at the end of the reporting period.
Items unmarked have not yet been taught or assessed.

| Unit of Study | F | W | S | Concepts/Skills |
|---|---|---|---|---|
| Unit 1: Naming and Constructing Geometric Figures | | | | 1. Identifies and draws perpendicular, parallel and intersecting line segments, lines and rays. |
| | | | | 2. Identifies polygons based on their properties, including quadrangles and isosceles, equilateral and right triangles. |
| | | | | 3. Has quick recall of addition facts. |
| | | | | 4. Has quick recall of subtraction facts. |
| Unit 2: Using Numbers and Organizing Data | | | | 5. Constructs tables and bar graphs from given data. |
| | | | | 6. Orders a given set of data, finds the median, and specifies the range of values. |
| | | | | 7. Solves problems using data presented in tables and bar graphs, e.g., compares data represented in two bar graphs; reads bar graphs showing two data sets. |
| | | | | 8. Has a successful strategy for adding multi-digit numbers. |
| | | | | 9. Has a successful strategy for subtracting multi-digit numbers. |
| | | | | 10. Estimates the answers to calculations involving addition and subtraction and uses the results to check the reasonableness of answers. |
| | | | | 11. Reads and writes numerals to millions; gives the value of the digits in numerals to millions (expanded notation). |
| | | | | 12. Describes the relationship of each place value to the place to its right, up to millions. |
| Unit 3: Multiplication and Division; Number Sentences and Algebra | | | | 13. Solves number sentences including those with parentheses. |
| | | | | 14. Has quick recall of basic multiplication facts. |
| | | | | 15. Has quick recall of basic division facts with a divisor of 2, 3, 4, 5, and 10. |
| | | | | 16. Finds all factors of a whole number up to 50, and lists factor pairs. |
| | | | | 17. Lists the first ten multiples of a given one-digit whole number. |
| | | | | 18. Knows that some numbers, including 2, 3, 5, 7, and 11, have exactly two factors and are called prime numbers. |
| | | | | 19. Solves problems about factors & multiples, e.g., identifies a factor of both 36 and 18. |
| | | | | 20. Uses the relationship between multiplication & division to compute and to check results. |
| | | | | 21. Measures length to the nearest quarter inch. |
| Unit 4: Decimals and Their Uses | | | | 22. Reads, writes, orders and compares decimals to hundredths; gives the value of the digits (expanded notation). |
| | | | | 23. Locates tenths and hundredths on a number line. |
| | | | | 24. Adds and subtracts decimals up to two decimal places. |
| | | | | 25. Solves 1- and 2-place decimal addition & subtraction problems and number stories. |
| | | | | 26. Measures metric length to the nearest half centimeter. |
| | | | | 27. Converts between linear measurement units: centimeters & meters, inches and feet. |
| Unit 5: Big Numbers, Estimation and Computation | | | | 28. Estimates products and uses results to check reasonableness of answers. |
| | | | | 29. Uses partial products (distributive property) for solving multi-digit multiplication problems up to 3-digit numbers by 2-digit numbers. |
| | | | | 30. Compares and orders large numbers. |
| Unit 6: Division; Map Reference Frames; Angles | | | | 31. Divides numbers up to four-digits by one-digit numbers and by 10. |
| | | | | 32. Identifies and compares acute, right, obtuse angles. |
| | | | | 33. Understands that 90, 180, 270, and 360 degrees are associated with 1/4, 1/2, 3/4, and full turns. |
| | | | | 34. Uses and explains strategies for solving whole number multiplication and division number stories. |

# M A T H E M A T I C S

| | | | | |
|---|---|---|---|---|
| Unit 7: Fractions and Their Uses; Chance and Probability | | | | 35. Locates fractions on a number line. |
| | | | | 36. Compares and orders fractions, including improper fractions and mixed numbers. |
| | | | | 37. Uses models to explain why equivalent fractions are equal. |
| | | | | 38. Writes improper fractions as mixed numbers. |
| | | | | 39. Identifies fractional parts of a set of objects. |
| | | | | 40. Finds fractions of whole numbers using methods such as multiplication or models. |
| | | | | 41. Adds and subtracts fractions with like denominators e.g., 1/12+5/12=6/12. |
| | | | | 42. Adds and subtracts fractions where 1 denominator is a multiple of the other, e.g., 1/6+5/12=7/12. |
| Unit 8: Perimeter and Area | | | | 43. Uses a formula for determining area or length of side of a rectangle. |
| | | | | 44. Uses a formula for determining perimeter or length of side of a rectangle. |
| | | | | 45. Finds perimeter or area of shapes created by combining two or more rectangles. |
| Unit 9: Percents | | | | 46. Writes tenths and hundredths in decimal and fraction forms, and knows the decimal equivalents for halves and fourths; relates decimals to money. |
| | | | | 47. Multiplies decimals up to two decimal places by a one-digit whole number, e.g., .25x3. |
| | | | | 48. Divides decimals up to two decimal places by a one-digit whole number, e.g. .36/3. |
| | | | | 49. Solves applied problems, using multiplication and division for appropriate fractions, decimals and whole numbers. |
| Unit 10: Reflections and Symmetry | | | | 50. Recognizes plane figures that have line symmetry. |
| | | | | 51. Recognizes rigid motion transformations (flips, slides, turns) of a two-dimensional object. |
| | | | | 52. Adds integers (positive and negative numbers). |
| Unit 11: Dimensional Shapes, Wgt., Volume and Capacity | | | | 53. Subtracts integers (positive and negative numbers) |
| | | | | 54. Measures weight and selects appropriate unit of measure. |
| | | | | 55. Converts weight units: ounces/pounds, grams/kilograms. |
| | | | | 56. Identifies and counts the faces, edges and vertices of geometric solids including cubes, prisms, and pyramids. |
| Unit 12: Rates | | | | 57. Converts time from one unit to another. |

Student, Test - **4th Grade**

SCIENCE

B = Beginning
D = Developing
S = Secure

**Nature's Recyclers**

- [ ] Explains why nature's wastes do not just pile up. (The organic remains of all living things decompose)
- [ ] Identifies the types of decomposers: scavengers, fungi, bacteria
- [ ] Explains the role of decomposers in the nutrient cycle
- [ ] Plans and conducts simple and fair investigations
- [ ] Constructs line graphs to show change in data over time
- [ ] Analyzes data and draws conclusions based on the data
- [ ] Uses evidence when communicating scientific ideas

**Matter**

- [ ] Compares and contrasts the states (solid, liquid, gas) of matter
- [ ] Identifies properties common to all matter: weight and volume
- [ ] Explains how matter can be changed from one state (solid, liquid, gas) to another by heating and cooling
- [ ] Makes accurate measurements with appropriate units (milliliters, liters, grams)
- [ ] Shares ideas about science through purposeful conversations in collaborative groups

**Watery Earth**

- [ ] Describes ways living things need and use water
- [ ] Identifies freshwater and saltwater sources on Earth
- [ ] Describes how all water on Earth circulates through the water cycle
- [ ] Describes harmful effects of humans on the Earth's limited water resources
- [ ] Describes ways water resources can be protected, conserved, and restored
- [ ] Constructs, uses, and reflects upon models in science

***An "X" indicates that the Health Unit has been taught.***

***Health Units Studied***

- [ ] Physical Wellness
- [ ] Substance Abuse Prevention
- [ ] Personal Safety
- [ ] Respectful Personal Behavior and Problem Solving

Student, Test - **4th Grade**

# GENERAL TEACHER COMMENTS

**Grade Next Year:**