

**Elmwood Park CUSD 401**

Elmwood Elementary - Principal:  
2319 N. 76th Ave.  
Elmwood Park IL 60707  
708-452-3558

**Grade 4 Standards Based Report Card**



Student Info	
Student Number:	
Name:	
Grade:	
Homeroom:	

Attendance	T1	T2	T3
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The purpose of the standards based report card is to accurately communicate with parents, students and staff a measure of a student's academic and behavior progress and to guide improvements when needed.

Academic Levels of Performance	
4	Exceeds Grade Level Standards - Student demonstrates understanding beyond grade level standards
3	Meets Grade Level Standards - Student demonstrates understanding of grade level standards
2	Developing Grade Level Standards - Student demonstrates partial understanding of grade level standards
1	Below Grade Level Standards - Student demonstrates minimal understanding of grade level standards
	Not assessed this trimester

Language Arts			
	T1	T2	T3
<b>Reading comprehension</b>			
Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).			
<b>Writing</b>			
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			
<b>Foundational Skills</b>			
Read with sufficient accuracy and fluency to support comprehension.			
<b>Language</b>			
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Speaking and Listening</b>			
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.			

Language Arts Work Habits			
	T1	T2	T3
Be Responsible			
Be Respectful			
Be Ready			

Math			
	T1	T2	T3
<b>Grade 4 Mathematics</b>			
<b>Operations and Algebraic Thinking</b>			
Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.			
Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.			
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.			
Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.			
<b>Number and Operations in Base 10</b>			
<b>Numbers and Operations in Base 10 - A</b>			
Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.			

<i>(Continued)</i>	T1	T2	T3
Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.			
Use place value understanding to round multi-digit whole numbers to any place.			
<b>Numbers and Operations in Base 10 - B</b>			
Fluently add and subtract multi-digit whole numbers using the standard algorithm.			
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
<b>Number and Operations-Fractions</b>			
<b>Number and Operations-Fractions - A</b>			
Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.			
Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.			
<b>Number and Operations-Fractions - B</b>			
Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ .			
Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ . Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.			
Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.			
Understand a fraction $a/b$ as a multiple of $1/b$ . For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$ , recording the conclusion by the equation $5/4 = 5 \times (1/4)$ . Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$ , recognizing this product as $6/5$ . (In general, $n \times (a/b) = (n \times a)/b$ .) Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?			
<b>Measurement and Data</b>			
<b>Measurement and Data - A</b>			
Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...			
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.			
Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.			
<b>Measurement and Data - B</b>			
Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ , $1/4$ , $1/8$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.			
<b>Measurement and Data - C</b>			
Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:			
An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a one-degree angle, and can be used to measure angles. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.			
Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.			
Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.			
<b>Geometry</b>			
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.			
Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.			

4 Grade Report Card

<i>(Continued)</i>		T1	T2	T3
Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.				
<b>Math Work Habits</b>				
		T1	T2	T3
Be Responsible				
Be Respectful				
Be Ready				
<b>Social Studies</b>				
		T1	T2	T3
<b>Inquiry</b>				
Develop essential questions and explain the importance of the questions to self and others.				
Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.				
Develop claims using evidence from multiple sources to answer essential questions.				
Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.				
<b>Geography</b>				
Analyze how the cultural and environment characteristics of places in Illinois change over time.				
<b>History</b>				
Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.				
Explain probable causes and effects of events and developments in Illinois history.				
<b>Science</b>				
		T1	T2	T3
<b>Grade 4 Science</b>				
<b>Physical Science</b>				
Use evidence to construct an explanation relating the speed of an object to the energy of that object.				
Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.				
Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.				
Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.				
Apply scientific ideas to design, test, and refine a device that converts energy from one form to another				
<b>Life Science</b>				
Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.		1		
Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.				
<b>Earth and Space Science</b>				
Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.				
Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.				
Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.				
<b>Labs and Activities</b>				
Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.				
<b>Academic Levels of Performance</b>				
4	Exceeds Grade Level Standards - Student demonstrates understanding beyond grade level standards			
3	Meets Grade Level Standards - Student demonstrates understanding of grade level standards			
2	Developing Grade Level Standards - Student demonstrates partial understanding of grade level standards			
1	Below Grade Level Standards - Student demonstrates no understanding of grade level standards			
X	Not assessed this trimester			

4 Grade Report Card

Physical Education			
	T1	T2	T3
<b>Team Building</b>			
Demonstrate personal responsibility during group physical activities			
Work cooperatively with another to accomplish an assigned task			
<b>Movement Skills</b>			
Analyze various movement concepts and applications			
Demonstrate physical competency in a variety of motor skills and movement patterns			
Demonstrate knowledge of rules, safety, and strategies during physical activity			
Be Responsible			
Be Respectful			
Be Ready			

Teacher Comments \_\_\_\_\_

Art			
	T1	T2	T3
<b>Creating</b>			
Creativity and innovative thinking are essential life skills that can be developed.			
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.			
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.			
<b>Responding</b>			
People gain insights into meanings of artworks by engaging in the process of art criticism.			
<b>Connecting</b>			
Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.			
Be Responsible			
Be Respectful			
Be Ready			

Teacher Comment \_\_\_\_\_

Technology			
	T1	T2	T3
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	3		
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	3		
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.			
Be Responsible			
Be Respectful			
Be Ready			

Teacher Comments \_\_\_\_\_

Music			
	T1	T2	T3
<b>Performing Music</b>			
Select, analyze, and interpret artistic work for presentation.			
Develop and refine artistic techniques and work for presentation.			
Convey meaning through the presentation of artistic work.			
<b>Creating Music</b>			
Generate and conceptualize artistic ideas and work.			
Organize and develop artistic ideas and work.			
Revise, refine, and complete artistic work.			
Be Responsible			
Be Respectful			
Be Ready			

Teacher Comments \_\_\_\_\_