

**Grade 4**  
**Online Report Card Companion Document**

<b>Academic Evaluation Key</b>
<p><b>4 = Exceeding Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>In addition to Score 3 performance, the student demonstrates in-depth inferences and/or applications.</li> </ul> <p><b>3.5 = Meeting Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>In addition to Score 3 performance, the student demonstrates partial success at inferences and applications.</li> </ul> <p><b>3 = Meeting Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>The student knows and applies the simple or complex information and/or processes that were explicitly taught.</li> <li>There are no major errors or omissions.</li> </ul> <p><b>2.5 = Progressing Toward Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>The student knows and can apply simpler details and processes.</li> <li>The student demonstrates partial knowledge of the more complex ideas and processes.</li> </ul> <p><b>2 = Progressing Toward Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>The student knows simpler details and processes.</li> <li>There are major errors or omissions regarding the more complex ideas and processes.</li> </ul> <p><b>1.5 = Below Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>The student demonstrates partial knowledge of the simpler details and processes.</li> <li>There are major errors or omissions regarding the more complex ideas and processes.</li> </ul> <p><b>1 = Below Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>With help, the student demonstrates a partial understanding of some of the simpler and complex details and processes.</li> </ul>

<b>Academic Evaluation Key, Continued:</b>
<p><b>.5 = Below Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>With help the student demonstrates a partial understanding of some of the simpler details and processes.</li> <li>The student does not demonstrate any understanding of the more complex ideas and processes.</li> </ul> <p><b>NA=Not Assessed this Trimester</b></p> <ul style="list-style-type: none"> <li>= No Basis for evaluation</li> </ul> <p>* = Please see the IEP and Report of Progress.</p>
<p><b>Behaviors that Promote Learning</b></p> <p><b>C= Consistently Observed</b> This student consistently and independently meets expectations</p> <p><b>G= Generally Observed</b> This student generally meets expectations</p> <p><b>N= Needs Prompting</b> This student meets expectations with assistance and redirecting</p> <p><b>R= Rarely Observed</b> This student rarely meets expectations</p>
<p><b>Reading</b></p> <p><i>Fluency</i></p> <p>Student reads orally at grade level with accuracy, appropriate pacing, phrasing and expression</p> <p><i>Comprehension</i></p> <p>Student uses different skills and strategies to understand the meaning of what is read</p> <ul style="list-style-type: none"> <li>Understands meaning of what is read in literary and informational text</li> <li>Applies knowledge of reading skills to comprehend text</li> <li>Expands comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text</li> <li>Uses vocabulary (word meaning) strategies to comprehend text</li> </ul>

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<b>Reading, Continued:</b>
<ul style="list-style-type: none"> <li>• Thinks critically and analyzes author's use of language, style, purpose, and perspective in literary and informational text</li> </ul>
<b>Writing</b>
<i>Content</i>
Student writes clearly and effectively
<ul style="list-style-type: none"> <li>• Develops content, organization, and style appropriate to audience and purpose</li> </ul>
<i>Language/Conventions</i>
<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>
Student understands and uses the writing process
<ul style="list-style-type: none"> <li>• Prewrite, Draft, Revise, Edit and Publish</li> </ul>
For more information about our expectations, please see the <a href="#">Writing and Language Common Core Standards</a>
<b>Communications</b>
<i>Listening/Observing</i>
Student uses listening and observational skills to gain understanding
<i>Speaking</i>
Student communicates ideas clearly and effectively
<b>Mathematics</b>
Student understands and applies the concepts and procedures of mathematics
<i>Numbers: Whole Numbers</i>
Place value, factors, multiples
<i>Numbers: Fractions</i>
Compare, order, represent, mixed numbers, comparison word problems
<i>Operations</i>
<ul style="list-style-type: none"> <li>• Concept &amp; Computation (<math>\times, \div</math>)</li> <li>• Multidigit Computation (<math>\times</math>)</li> <li>• Word Problems (<math>\times, \div</math>)</li> <li>• Quick Recall of Facts (<math>+, -, \times, \div</math>)</li> </ul>

<b>Mathematics, Continued:</b>
<i>Geometry and Measurement</i>
2 D figures – perimeter/area, formulas, congruence
Elapsed time, customary & metric measurement
<i>Algebra</i>
Equations, expressions, inverse relationships, word problems and graphing in 1st quadrant
<i>Data, Probability &amp; Statistics</i>
Median, mode, and range; likelihood of events and probability experiments
For more information about our expectations, please see the <a href="#">4<sup>th</sup> Grade Math Measurement Topics</a>
<b>Science</b>
<i>Concepts/Inquiry</i>
Student understands and uses scientific concepts and principles related to topics of:
<ul style="list-style-type: none"> <li>• Electricity</li> <li>• Food Chemistry</li> <li>• Life Cycle of Plants</li> <li>• Physics of Sound</li> </ul>
Student knows and applies skills and processes of scientific inquiry
<b>Social Studies</b>
<i>Concepts</i>
Student understands and uses main concepts and ideas related to Washington State
<b>Art</b>
<i>Concepts and Skills</i>
<i>Participation</i>
<b>Music</b>
<i>Concepts and Skills</i>
<ul style="list-style-type: none"> <li>• Student understands and applies knowledge and skills</li> <li>• Student demonstrates thinking skills using artistic processes of creating, performing, and responding</li> <li>• Student communicates through music</li> </ul>

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<b>Music, Continued:</b> <ul style="list-style-type: none"><li>• Student makes connections within and across the arts to other disciplines, life, cultures, and work</li></ul>
<i>Participation</i>
Student exhibits responsible personal and social behavior that respects self and others in musical settings
<b>Physical Education</b>
<i>Skills</i>
Student develops fundamental and complex movement skills, as developmentally appropriate <ul style="list-style-type: none"><li>• Locomotor</li><li>• Non-Locomotor</li><li>• Manipulatives</li></ul>
<i>Sportsmanship</i>
Student exhibits responsible personal and social behavior that respects self and others in physical activity settings <ul style="list-style-type: none"><li>• Participation</li><li>• Attitude</li></ul>