

Student Name: Pupil#: Academic Year: Grade: 04 Current Registration Date:	Teacher: Principal: School: Phone:																				
The topics listed in this progress report show what your student should cover in school this year. Not all topics are emphasized every grading period. When the topic is not emphasized, a mark is not given. A mark reflects the student's achievement during the grading period only. It does NOT indicate your child's performance compared to the end-of-year expectations. If a student has the same mark for two grading periods in a row, it means that the student has made 'normal' progress during the grading period.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:15%;">Reporting Period:</th> <th style="width:15%;">1</th> <th style="width:15%;">2</th> <th style="width:15%;">3</th> <th style="width:15%;">4</th> </tr> <tr> <td>Attendance:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Days Absent:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Days Tardy:</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Reporting Period:	1	2	3	4	Attendance:					Days Absent:					Days Tardy:				
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Key for Academic Performance		
E	= Exceeds	Demonstrates and applies STRONG grade level skills and concepts
M	= Meets	Demonstrates and applies grade level skills and concepts
CM	= Close to meeting	Demonstrates and applies MOST grade level skills and concepts
N	= Does not yet meet	Demonstrates SOME or MINIMAL grade level skills and concepts
NM	= No Mark	Student did not submit enough work to determine a grade for academic performance

Key for Effort and Expectations	
+	= Consistently demonstrates
V	= Often demonstrates
/	= Sometimes demonstrates
--	= Not yet -- Does not yet demonstrate
NE	= No Evidence; no work from student

Reading	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Reads unfamiliar multi-syllabic words using 4th grade level phonics and word analysis skills (i.e., prefixes, suffixes, root words)				
Reads 4th grade text accurately, fluently, and with expression				
Reads and understands 4th grade literature				
Reads and understands 4th grade informational text				
Writing	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Writes narratives (real or imagined) by using dialogue, details, a clear sequence of events, and a conclusion				
Writes informational pieces by examining a topic, expressing ideas and information clearly, and providing a concluding statement				
Writes opinion pieces on topics and texts, supporting a point of view, and providing a concluding statement				
Conducts short research projects investigating a topic by taking notes, categorizing information and providing a list of sources				
With support, develops and strengthens writing by planning, revising and editing				
Writes using punctuation and capitalization appropriate for 4th grade				
Spells grade-appropriate words correctly, consulting references as needed				

Mathematics	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Standards for Mathematical Practice				
Makes sense of problems and perseveres in solving them. (e.g. is willing to try another way to solve mathematical problems)				
Reasons abstractly and quantitatively. (e.g. understands and connects written numbers to quantities)				
Constructs viable arguments and critiques the reasoning of others. (explains own mathematical thinking and responds to the thinking of others)				
Models with mathematics. (e.g. uses pictures, objects, equations, or words to represent mathematical thinking)				
Uses appropriate tools strategically. (e.g. chooses the best tool, such as estimation or creating a model, for solving mathematical problems)				
Attends to precision. (e.g. uses clear and specific language in mathematical discussions)				
Looks for and makes use of structures. (e.g. recognizes $3 \times (2891 + 324)$ as three times as large as $2891 + 324$ without making a calculation)				
Looks for and expresses regularity in repeated reasoning. (e.g. if $6 \times 10 = 60$, then I know that $6 \times \frac{1}{10} = \frac{6}{10}$ or .60)				
Operations and Algebraic Thinking				
Uses the four operations with whole numbers to solve multistep word problems				
Identifies all factors and multiples for whole numbers in the range of 1-100				
Generates and analyzes patterns				

Language	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Uses and demonstrates knowledge of grade level vocabulary when reading, writing, and speaking				
Is able to write and speak using standard English grammar for 4th grade				
Speaking & Listening				
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Expresses thoughts and ideas clearly in partner, group, and teacher led conversations				
Orally reports on a topic, text or experience using facts and details to support the main idea and audio and visual supports when appropriate				
Science	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Uses process skills in scientific inquiry				
Designs and explores simple investigations to check predictions				
Collects, organizes and summarizes data				
Develops and presents conclusions				
Demonstrates content knowledge (Physical/Life/Earth and Space Science)				
Social Science	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Understands key events and people in Oregon and Pacific Northwest history				
Knows the key geographical features of Oregon and the Pacific Northwest				
Understands current and past cultures of the region				
Health	1	2	3	4
OVERALL EFFORT				
Understands age appropriate health concepts				
Demonstrates age appropriate health skills				
Physical Education	1	2	3	4
OVERALL EFFORT				
Uses complex skills in a variety of activities				
Uses movement vocabulary (e.g., weight transfer, follow through)				
Understands fitness concepts				
Participates in a positive manner (e.g., sportsmanship, teamwork, follows rules)				
Technology	1	2	3	4
OVERALL EFFORT				
Demonstrates proficiency in the use of technological tools and devices				
Selects and uses technology to enhance learning and problem solving				

Mathematics - continued	1	2	3	4
Number and Operations in Base Ten				
Generalizes place value understanding by reading, writing, comparing, and rounding for multi-digit whole numbers				
Fluently adds and subtracts multi-digit whole numbers using the standard algorithm				
Illustrates and explains how to multiply and divide multi-digit whole numbers using models and equations				
Number and Operations: Fraction & Decimals				
Uses models to recognize and generate equivalent fractions and compares and orders fractions with different numerators and denominators				
Uses models and equations to solve problems involving addition and subtraction of fractions, with like denominators, including improper fractions and mixed numbers				
Uses models and equations to solve a variety of problems involving multiplication of a fraction by a whole number				
Uses models to represent, compare and order decimals to the hundredths				
Understands decimal notation for fractions with the denominators of 10 and 100				
Determines equivalent fractions with the denominators of 10 and 100				
Measurement and Data				
Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit				
Applies the area and perimeter formulas for rectangles in real world and mathematical problems				
Represents and interprets data				
Understands concepts of angles and measures angles				
Geometry				
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles				
ESL-English Language Development	1	2	3	4
Listening				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				
Speaking				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				
Reading				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				
Writing				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				

The Arts	1	2	3	4
OVERALL EFFORT				
Music				
Participates appropriately and demonstrates consistent effort				
Creates and performs music				
Reads and follows musical notation				
Demonstrates increasing understanding of the basic elements of music				
Visual Arts				
OVERALL EFFORT				
Refines and completes works of art				
Creates through appropriate use of tools, techniques, and studio space				
Responds and finds meaning when viewing works of art				
Dance				
Performs composed or improvised dance				
Theatre				
Performs a dramatic piece from historical or social event in U.S. society				
Characteristics of a Successful Learner	1	2	3	4
WORK HABITS: is organized; manages time and materials; stays with task; completes school work				
HOMEWORK: completes and returns homework on time				
ATTENTIVE: listens well and follows directions				
RESOURCEFUL: solves problems; seeks help appropriately; finds ways to support own learning; seeks new opportunities				
REFLECTIVE: thinks and asks questions; provides reasons for opinions; evaluates own progress				
COOPERATIVE: works and interacts well with others; gets along with and supports other children; contributes to group efforts and class				
RESPONSIBLE: respects others, rules, authority and property; accepts responsibility for own behavior				

World Languages	1	2	3	4
OVERALL EFFORT				
Makes an effort to communicate				
Participates in world language activities				
World Languages -- Immersion	1	2	3	4
NOTE: This section applies to students in the immersion program only				
OVERALL EFFORT				
Listening				
Comprehends messages to gain information, engages in conversations, and responds to a variety of verbal and non-verbal cues				
Speaking				
Requests and conveys information, expresses ideas and accomplishes tasks				
Reading				
Reads silently and aloud with comprehension for a variety of purposes				
Writing				
Writes information, messages and ideas for a variety of purposes				
Reproduces symbols of language so writing is understood by others				

Student Name:
Pupil#:

Comments - 1st Reporting Term:

Comments - 2nd Reporting Term:

Comments - 3rd Reporting Term:

Comments - 4th Reporting Term:

School Message: