Portland School District 1J
Portland, Oregon

Report Card

Student Name:	**Teacher:**
Pupil#:	**Principal:**
Academic Year:	**School:**
Grade: 04	
Current Registration Date:	**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.

Reporting Period:	1	2	3	4
Attendance:				
Days Absent:				
Days Tardy:				

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 x (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 6x10=60, then I know that 6x1/10=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				