

| English Language Arts | Tri. 1 | Tri. 2 | Tri. 3 |
|---|--------|--------|--------|
| READING LEVEL | | | |
| EFFORT in English Language Arts | | | |
| Overall Performance In Reading | | | |
| Knows and applies grade level phonics and word analysis skills in decoding words | | | |
| Reads grade level texts with sufficient accuracy and fluency to support comprehension | | | |
| Determines meaning of words and phrases used in a variety of texts | | | |
| Reads closely to determine main idea, theme, and key details of various genres | | | |
| Compares and contrasts point of view and similar themes or topics in a variety of texts | | | |
| Explains organizational structure of informational texts | | | |
| Overall Performance in Writing/ Language | | | |
| Understands and incorporates the writing process | | | |
| Writes organized pieces with audience/ purpose in mind | | | |
| Demonstrates command of standard English grammar and usage | | | |
| Demonstrates understanding of figurative language and word relationships | | | |
| Applies correct handwriting skills daily | | | |
| Overall Performance in Speaking/Listening | | | |
| Engages effectively in a range of collaborative discussions | | | |
| Reports on a topic or text, tells a story, or recounts an experience in an organized manner | | | |
| Interventionist Support In ELA | | | |

| Mathematics – intervention done | Tri. 1 | Tri. 2 | Tri. 3 |
|---|--------|--------|--------|
| EFFORT in Mathematics | | | |
| Overall Performance in Mathematics | | | |
| Operations and Algebraic Thinking | | | |
| Solves multi-step word problems with whole numbers and writes equations using a letter for an unknown quantity | | | |
| Finds and recognizes factors and multiples for whole numbers 1 – 100 | | | |
| Determines prime and composite numbers through 100 | | | |
| Numbers and Operations in Base Ten | | | |
| Reads, writes, and compares multi-digit whole numbers using numerals, words and expanded form | N/A | | |
| Uses place value to round multi-digit whole numbers | N/A | | |
| Fluently add and subtract multi-digit whole numbers using the standard algorithm. | N/A | | |
| Multiplies a whole number up to four digits by a 1-digit number; multiplies two 2-digit numbers using models and strategies | | | |
| Divides multi-digit whole numbers by one-digit numbers using models and strategies | N/A | N/A | |
| Numbers and Operations – Fractions | | | |
| Generates equivalent fractions | N/A | | |
| Compares two fractions | N/A | | |
| Adds and subtracts fractions and mixed numbers with like denominators | N/A | | |
| Solves word problems involving adding and subtracting fractions with like denominators | N/A | | |
| Multiplies a fraction by a whole number | N/A | N/A | |
| Writes fractions with denominators of 10 or 100 in decimal form | N/A | | |
| Compares two decimals to hundredths | N/A | | |
| Measurement and Data | | | |
| Uses the four operations to solve word problems involving distance, time, liquid volume, mass, and money | N/A | N/A | |
| Uses a protractor to measure and sketch angles | N/A | N/A | |
| Makes line plots to represent data sets of measurements in fractions and solves problems using the data | N/A | | |
| Geometry | | | |
| Classifies two-dimensional figures based on their attributes | N/A | N/A | |
| Interventionist Support In MATH | | | |

| History and Social Science | Tri. 1 | Tri. 2 | Tri. 3 |
|--|--------|--------|--------|
| EFFORT in History and Social Science | | | |
| Overall Performance in History/Social Science | | | |
| Demonstrates understanding of mapping skills and geography of North America | | | |
| Demonstrates understanding of ancient civilizations | N/A | | |
| Demonstrates an understanding of the United States expansion over time and its regions today | N/A | | |
| Demonstrates understanding of early European exploration of North America | N/A | N/A | |

| Science and Technology/Engineering | Tri. 1 | Tri. 2 | Tri. 3 |
|--|--------|--------|--------|
| EFFORT in Science and Technology/Engineering | | | |
| Overall in Science & Technology/Engineering | | | |
| Interpret patterns of change over time in landscape formations | | | |
| Describe renewable and nonrenewable energy sources | N/A | | |
| Develop models/examples that demonstrate information transfer | N/A | | |
| Learn about energy, its motion, transfer, and conversion | N/A | N/A | |

| Physical Education | Tri. 1 | Tri. 2 | Tri. 3 |
|--|--------|--------|--------|
| EFFORT in Physical Education | | | |
| Overall Performance in Physical Education | | | |
| Uses a variety of movement forms, concepts, and principles | | | |
| Understands how to maintain a health-enhancing level of physical fitness and identifies strengths and areas of need based upon fitness assessments | | | |
| Applies rules and procedures and shows respect for self and others | | | |
| TEACHER COMMENTS: T1- T2- T3- | | | |

| Art | Tri. 1 | Tri. 2 | Tri. 3 |
|--|--------|--------|--------|
| EFFORT in Art | | | |
| Overall Performance in Art | | | |
| Produces and identifies neutralized and complementary colors | N/A | | |
| Recognizes and creates informal balance/asymmetry with space | | | |
| Illustrates and classifies positive and negative space | | | |
| Assesses artwork using proper art vocabulary | | | |
| Identifies and creates work inspired by cultural styles | N/A | N/A | |

TEACHER COMMENTS: T1- T2- T3-

| Health | Tri. 1 | Tri. 2 | Tri. 3 |
|-------------------------------|--------|--------|--------|
| EFFORT in Health | | | |
| Overall Performance in Health | | | |
| Life Skills | | | |
| Human Body | | | |
| Substance Abuse | | | |
| Safety | | | |

TEACHER COMMENTS: T1- T2- T3-

| Music | Tri. 1 | Tri. 2 | Tri. 3 |
|--|--------|--------|--------|
| EFFORT in Music | | | |
| Overall Performance in Music | | | |
| Reads and sings music from test and notated song sheets independently on pitch | | | |
| Sings demonstrating three different types of harmony; ostinato and melody, cannons and partner songs | | | |
| Plays more advanced rhythmic patterns, including calypso and syncopated on pitched and non-pitched instruments | | | |
| Displays levels of achievement on the recorder based on the "Recorder Karate" program | N/A | | |

TEACHER COMMENTS: T1- T2- T3-

CLASSROOM TEACHER COMMENTS

Trimester 1

CLASSROOM TEACHER COMMENTS

Trimester 2

CLASSROOM TEACHER COMMENTS

Trimester 3

| As a Class Citizen and As a Learner | Tri. 1 | Tri. 2 | Tri. 3 |
|--|--------|--------|--------|
| Follows directions promptly | | | |
| Keeps hands, feet and objects to self at all times | | | |
| Uses positive actions and language | | | |
| Stays in own space | | | |
| Is on time and prepared for learning | | | |
| Maintains attention during lessons | | | |
| Works for accuracy | | | |
| Seeks/Accepts assistance when necessary | | | |
| Hands homework/classwork in on time | | | |
| Refrains from unnecessary talking | | | |

DARTMOUTH PUBLIC SCHOOLS

GRADE 4 REPORT CARD 2022-2023

Student Name:

School:

Teacher:

| | Trimester 1 | Trimester 2 | Trimester 3 |
|-----------|-------------|-------------|-------------|
| Absent | | | |
| Tardy | | | |
| Dismissed | | | |



OVERALL PERFORMANCE KEY

| | |
|---|--|
| 4 | The student demonstrates a thorough in- depth understanding of grade level and extended concepts. Performance is characterized by the application of skills with consistent accuracy, independence, and a high level of quality. |
| 3 | The student demonstrates a thorough understanding of grade level concepts. Performance is characterized by the application of skills with accuracy and quality. The student may require occasional support and direction. |
| 2 | The student demonstrates a basic understanding of grade level concepts. Performance is characterized by the application of skills and strategies with support and direction. |
| 1 | The student inconsistently demonstrates the application of grade level concepts. Performance is characterized by limited application of skills and strategies and requires considerable support and direction. |

STANDARDS SCALE

★ Area of Strength ✓ Area of Concern On Track if blank
N/A Standard is not assessed at this time

EFFORT SCALE

5 = Outstanding 4 = Good 3 = Satisfactory 2 = Inconsistent 1 = Minimal