

Petaluma City Elementary School District – 4th Grade Report Card 2012-13

| Teacher: | | | | | | | |
|---|------------------------------------|--------------------|-------------------------------|-----------------------------|---|---|--|
| 3 = Meeting Trimester Standard | 2 = Approaching Trimester Standard | 1 = Below Standard | / = Not taught this trimester | Trimester | | | |
| | | | | 1 | 2 | 3 | |
| LANGUAGE ARTS STANDARDS | | | | | | | |
| Reading: | | | | Effort | | | |
| Word Analysis/Vocabulary Development | | | | | | | |
| Reads narrative and expository texts with fluency and expression | | | | | | | |
| Distinguish and interpret words with multiple meanings | | | | | | | |
| Reading Comprehension | | | | | | | |
| Identify structural patterns to strengthen comprehension | | | | | | | |
| Use appropriate strategies when reading different text | | | | | | | |
| Make and confirm predictions about text by using various methods | | | | | | | |
| Literary Response and Analysis | | | | | | | |
| Describe the differences of various forms of literature | | | | | | | |
| Identify the main events the plot, their causes, and the influence on future actions | | | | | | | |
| Able to determine character actions based on information gathered from text | | | | | | | |
| Listening and Speaking: Strategies and Applications | | | | | | | |
| Summarize major ideas/support evidence in spoken messages/presentations | | | | | | | |
| Emphasize points in ways that help the listener follow important ideas/ concepts | | | | | | | |
| Make narrative presentations | | | | | | | |
| Writing: | | | | Effort | | | |
| Writing Strategies | | | | | | | |
| Content, focus & organization | | | | | | | |
| Writing Applications | | | | | | | |
| Sentence structure, vocabulary, voice | | | | | | | |
| Writing Conventions | | | | | | | |
| Spelling, grammar, punctuation, and capitalization | | | | | | | |
| HISTORY SOCIAL SCIENCE STANDARDS | | | | | | | |
| | | | | Marks Reflect Effort | | | |
| California's physical environment (such as climate, water) and its human-made geographic features | | | | | | | |
| Life of the major nations of California Indians before the Spanish arrived and life during the Spanish mission and Mexican rancho periods | | | | | | | |
| California's progress to statehood (Bear Flag Republic, Mexican-American War, Gold Rush) and its governments of each stage | | | | | | | |
| How California became an agricultural & industrial power | | | | | | | |
| MUSIC | | | | Effort | | | |
| PHYSICAL EDUCATION | | | | | | | |
| | | | | Effort | | | |

| Student: | | | | | | |
|--|------------------------------------|--------------------|-------------------------------|-----------------------------|---|---|
| 3 = Meeting Trimester Standard | 2 = Approaching Trimester Standard | 1 = Below Standard | / = Not taught this trimester | Trimester | | |
| | | | | 1 | 2 | 3 |
| MATH STANDARDS | | | | | | |
| | | | | Effort | | |
| Number Sense | | | | | | |
| Reads and writes whole numbers in the millions. | | | | | | |
| Orders and compares whole numbers and decimals to two decimal places. | | | | | | |
| Rounds whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand. | | | | | | |
| Identifies on a number line the relative position of positive fractions, positive mixed numbers and positive decimals to two decimal places. | | | | | | |
| Demonstrates an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi-digit numbers. | | | | | | |
| Demonstrates an understanding of, and the ability to use, standard algorithms for multiplying a multi digit number and for dividing a multi-digit number by a one-digit number; uses relationships between them to simplify computations and to check results. | | | | | | |
| Algebra and Functions | | | | | | |
| Interpret and evaluate mathematical expressions that now use parentheses. Use Parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations. | | | | | | |
| Knows and understands that equals added to equals are equal and that equals multiplied by equals are equal. | | | | | | |
| Measurement/Geometry | | | | | | |
| Draws the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graphs of the equations $y = 3x$ and connects them using a straight line). | | | | | | |
| Understands that the length of a horizontal line segment equals the difference of the x- coordinates and that the length of a vertical line segment equals the difference of the y- coordinates | | | | | | |
| Statistics, Data, and Probability | | | | | | |
| Interpret one and two-variable data graphs to answer questions about a situation | | | | | | |
| Basic Math Facts: Expected pre-requisite for all math standards. For Fourth Grade, proficient in each operation = 100 problem in 5 minute @ 90% accuracy. | | | | | | |
| SCIENCE STANDARDS | | | | | | |
| | | | | Marks Reflect Effort | | |
| Investigation and Experimentation: | | | | | | |
| Scientific process; communicate results; graph | | | | | | |
| Physical Science: | | | | | | |
| Circuits/electromagnets; know magnets/electrical energy | | | | | | |
| Life Science: | | | | | | |
| Plants; Relationship between producers and consumers | | | | | | |
| Earth Science: | | | | | | |
| Rocks and minerals; Processes that shape and reshape Earth's land surfaces | | | | | | |

| Perm I.D.: | | | | Trimester | | | |
|---|--|--|--|---------------|----------|----------|----------|
| LIFE LONG LEARNING | | | | Effort | 1 | 2 | 3 |
| O=Outstanding S=Satisfactory N=Needs Improvement | | | | | | | |
| Takes responsibility for own learning and behavior | | | | | | | |
| Completes and returns homework | | | | | | | |
| Demonstrates neatness and organization | | | | | | | |
| Actively participates in class | | | | | | | |
| Respectful toward adults and peers | | | | | | | |
| Listens and follows directions | | | | | | | |
| Is respectful of learning environment, school rules, & property | | | | | | | |
| Completes class work in a timely manner | | | | | | | |

| CELDT | Overall | Listening | Speaking | Reading | Writing |
|--------------|---------|-----------|----------|---------|---------|
| Last Year | | | | | |
| Current Year | | | | | |

B=Beginner, EI=Early Intermediate, I= Intermediate, EA=Early Advanced, A= Advanced, RFE=Reclassified, IFEP=Initially Fluent

| PROGRAM PARTICIPATION | | | | Trimester | | |
|---|--|--|--|-----------|----------|----------|
| (X indicates participation) | | | | 1 | 2 | 3 |
| English Learner | | | | | | |
| Speech/Language | | | | | | |
| Resource Specialist Program (RSP) | | | | | | |
| Gifted and Talented Education (GATE) | | | | | | |
| Reading Specialist | | | | | | |
| Counseling Services | | | | | | |
| Mentor Program | | | | | | |
| Student Study Team (SST) | | | | | | |
| Interventions: | | | | | | |
| | | | | | | |

| PROGRESS TOWARD PROMOTION | | | | Trimester | | |
|---|--|--|--|-----------|----------|----------|
| | | | | 1 | 2 | 3 |
| Student is currently making appropriate progress | | | | | | |
| Student is at risk of not meeting grade level standards | | | | | | |
| Student is at risk of not meeting grade level standards and is being considered for retention | | | | | | |

| ATTENDANCE | | | | Trimester | | |
|-------------------|--|--|--|-----------|----------|----------|
| | | | | 1 | 2 | 3 |
| Total Days | | | | | | |
| Days Absent | | | | | | |
| Days Tardy | | | | | | |

Additional Academic Information

First Trimester:

Second Trimester:

Third Trimester:

Comments

First Trimester:

Second Trimester:

Third Trimester:

Fourth Grade Progress Report



Petaluma School District
Petaluma, California

2012-2013

Student

Teacher

Principal

2013-14 Grade Level Placement: _____