**ENGLISH LANGUAGE ARTS**

**Claim:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

**READING**

**Foundational Skills**
- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads with sufficient accuracy and fluency to support comprehension

**Informational Text**
- Reads and comprehends grade-level texts
- Refers to details and examples when explaining what text says explicitly and inferentially
- Determines main idea of text and explains how it is supported by key details; summarizes text

**Literature**
- Reads and comprehends grade-level texts
- Refers to details and examples in text when explaining what text says explicitly and inferentially
- Determines theme of story, drama, or poem from details in text; summarizes text

**READING LEVEL**

**Claim:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

**WRITING**

**Narrative Writing**

**Informative Writing**

**Argumentative / Opinion Writing**

**Writing Process**

**LANGUAGE**

**Conventions of Standard English**
- Demonstrates standard grammar and usage when writing or speaking
- Demonstrates standard capitalization, punctuation, and spelling when writing

**Vocabulary Acquisition and Use**
- Determines meaning of unknown and multiple-meaning words
- Understands word relationships and nuances in word meaning
- Acquires and uses grade appropriate words and phrases

**ENGLISH LANGUAGE ARTS (continued)**

**Claim:** Students can employ effective speaking and listening skills for a range of purposes and audiences. Students can engage in research/inquiry to investigate topics, and to analyze, integrate and present information.

**LISTENING AND SPEAKING**

**Comprehension and Collaboration**
- Engages in discussions within group effectively
- Paraphrases a text read aloud or information presented in various formats

**Presentation of Knowledge and Ideas**
- Presents information with appropriate factors and relevant, descriptive details
- Speaks clearly with appropriate pace, volume, and expression

**MATHEMATICS**

**Claim:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. Students can frame and solve a range of complex problems with pure and applied mathematics.

**MATH FLUENCY AND CONCEPTUAL UNDERSTANDING**

**Operations and Algebraic Thinking**
- Uses four operations with whole numbers
- Gains familiarity with facts and multiples
- Generates and analyzes patterns

**Numbers and Operations in Base Ten**
- Adds and subtracts multi-digit numbers
- Multiplies multi-digit numbers
- Divides multi-digit numbers

**Number and Operations in Fractions**
- Extends understanding of fraction equivalence and ordering
- Adds and subtracts fractions with like denominators
- Multiplies a fraction by a whole number
- Understands decimal notation and compares decimals with fractions

**Measurement and Data**
- Converts like measurement units
- Represents and interprets data
- Understands concepts of angles and measures angles

**Geometry**
- Identifies lines and angles
- Classifies shapes
# SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
## GRADE 4 REPORT CARD

<table>
<thead>
<tr>
<th>NAME:</th>
<th>STUDENT ID#:</th>
<th>ACADEMIC YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2015-16</td>
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</tbody>
</table>

### SCHOOL:  
### TEACHER:

### ACADEMIC PERFORMANCE KEY

<table>
<thead>
<tr>
<th>Overall Subject Grade</th>
<th>Subtopic Key</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Achieving Standards:</td>
<td>Area of Strength</td>
</tr>
<tr>
<td>Student consistently demonstrates grade-level expectations for concepts and skills.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>V</td>
</tr>
<tr>
<td>Nearly Meets or Making Progress:</td>
<td>At Standard / Developing Appropriately</td>
</tr>
<tr>
<td>Student is making progress towards basic understanding of grade-level concepts and skills with assistance.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>Not Yet Making Sufficient Progress:</td>
<td>Needs More Time</td>
</tr>
<tr>
<td>Student shows an emerging awareness of concepts and skills.</td>
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<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Not Evaluated at this Time</td>
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## MATHEMATICS (continued)

**Claim:** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems.

### MATHEMATICAL PRACTICES AND PROBLEM SOLVING SKILLS
- Demonstrates reasoning/Provides explanations
- Demonstrates modeling and use of tools
- Generalizes/Makes use of structure

### SCIENCE
- Demonstrates understanding of science concepts in classroom
- Demonstrates understanding of science concepts in lab

### SOCIAL STUDIES
- Demonstrates understanding of social studies concepts

### PHYSICAL EDUCATION
- Participates actively in physical education

### VISUAL AND PERFORMING ARTS
- Participates actively in music
- Participates actively in art

### COLLEGE, CAREER AND COMMUNITY READINESS
- Follows rules and directions
- Respects people and property
- Exercises control
- Collaborates effectively
- Writes legibly
- Uses time constructively
- Puts forth effort
- Exhibits organizational skills
- Completes and turns in assignments
- Uses technology ethically and effectively

### ATTENDANCE

<table>
<thead>
<tr>
<th>T1</th>
<th>T2</th>
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### RECOMMENDED PLACEMENT FOR NEXT YEAR

<table>
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<tr>
<th>GRADE</th>
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Trimester 1 - Comments/Student Goals:

- Additional Information Attached

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Trimester 2 - Comments/Student Goals:

- Additional Information Attached

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Trimester 3 - Comments/Student Goals:

- Additional Information Attached

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*Teacher Signature*