



# Riverview School District #407

## Elementary Student Report Card

**Student Name:** \_\_\_\_\_

**School Year:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Grade Level:** 4th Grade

**School:** \_\_\_\_\_

ATTENDANCE	1	2	Total
Days Present			
Days Absent			
Days Tardy			

ADDITIONAL PROGRAMS	
Individual Education Program (IEP)	
Title I, Learning Assistance Program (LAP)	
English Language Learner (ELL)	
Program for the Academically Talented (PAT)	

### ACADEMIC STANDARDS SCORING GUIDE

<p><b>4 = Exceeding Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Exceeds expectations for grade level</li> <li>Exhibits exceptional quality work consistently</li> <li>Shows high level of knowledge &amp; understanding</li> <li>Shows creative and new ways of thinking</li> <li>Applies learning to other subject areas and life situations</li> </ul>	<p><b>3 = Meeting Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Meets expectations for grade level</li> <li>Meets requirements for quality work</li> <li>Shows knowledge &amp; understanding</li> <li>Demonstrates sound thinking</li> <li>Applies learning to other subject areas</li> </ul>	<p><b>2 = Working Toward Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Meets some expectations for grade level</li> <li>Meets some requirements for quality work</li> <li>Demonstrates some knowledge &amp; understanding</li> <li>Requires extra time, instruction, assistance, &amp; practice</li> </ul>	<p><b>1 = Below Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Not yet meeting expectations for grade level</li> <li>Seldom meets requirements for quality work</li> <li>Needs more exposure &amp; modeling to develop knowledge &amp; understanding</li> <li>Requires an extended amount of time, instruction, assistance, &amp; practice</li> </ul>	<p><b>X = Introduced</b></p> <ul style="list-style-type: none"> <li>No basis for evaluation at this time</li> </ul> <p><b>+/- = Slightly above or below grade level expectations score</b></p> <p><b>NA = Not Addressed this Semester</b></p> <ul style="list-style-type: none"> <li>No basis for evaluation at this time</li> </ul> <p><b>MC = Modified Curriculum</b></p>
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### SUBJECT MATTER LETTER GRADES

<b>A=</b> Excellent work in subject matter. Exceeds grade level expectations	<b>B=</b> Good work in subject matter. Meets grade level expectations	<b>C=</b> Developing work in subject. Meets some grade level expectations	<b>U=</b> Unsatisfactory work in subject. Below grade level expectations
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### CITIZENSHIP AND WORK/STUDY HABITS SCORING GUIDE

<p><b>4 = Exceeding Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Student consistently and independently exceeds expectations</li> </ul>	<p><b>3 = Meeting Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Student frequently meets expectations with minimal assistance</li> </ul>	<p><b>2 = Working Toward Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Student occasionally meets expectations and requires moderate assistance and redirection</li> </ul>	<p><b>1 = Below Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Student rarely meets expectations and requires considerable assistance and redirection</li> </ul>
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	1	2
Follows school and classroom rules		
Is a self-directed learner and seeks help appropriately		
Demonstrates effective organizational skills		

	1	2
Uses time wisely and completes assignments on time		
Completes homework on time		
Evaluates work and sets goals		

Student Name/Grade: \_\_\_\_\_

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<b>READING</b>	<b>1</b>	<b>2</b>
<b>Semester Grade</b>		
<b>Demonstrates Effort Toward Quality.</b>		
<b>Accuracy and Fluency:</b> reads aloud grade level text accurately (appropriate pacing, phrasing, and expression), applies different reading rates to match texts, reads unpracticed text with rate of 115+ WPM by end of year		
<b>Vocabulary:</b> uses strategies (dictionary, thesauruses, glossaries, prefixes and suffixes, abbreviated words, context clues, etc.) to build vocabulary, uses word origins to determine the meaning of new words, uses new vocabulary in own communication		
<b>Comprehension Strategies:</b> applies before, during and after reading, uses prior knowledge, monitors meaning, makes connections, predicts, questions, infers, visualizes, determines importance, generalizes across text, analyzes and integrates information		
<b>Demonstrates Comprehension:</b> responds to text with text-based evidence, compares/contrasts, understands cause and effect, draws conclusions, identifies main idea, understands theme/message, determines and analyzes author's purpose, identifies audience, summarizes, identifies facts/opinions		
<b>Knowledge of Text Components:</b> reads for a variety of purposes, understands sequence, non-fiction text features (table of contents, heading, index, captions), literary elements (setting, character, events, problem and solution, point of view, message), and literary devices (similes, personification, metaphors, idioms, humor)		

<b>WRITING</b>	<b>1</b>	<b>2</b>
<b>Semester Grade</b>		
<b>Demonstrates Effort Toward Quality.</b>		
<b>Writing Process:</b> uses the writing process effectively (generates ideas and plans using more than one strategy, creates more than one draft, improves own writing with revision, edits, publishes appropriately)		
<b>Ideas:</b> writes on a narrow topic with relevant details and elaboration (descriptions, research, examples, experiences, observations, etc.)		
<b>Organization:</b> writes in a logically organized progression of unified paragraphs, uses a variety transitional words between and within paragraphs		
<b>Style:</b> uses precise words, varies sentence types and structures, writes with appropriate voice		
<b>Conventions:</b> uses appropriate grammar, punctuation, capitalization, and complete sentences, structures paragraphs appropriately, cites source		
<b>Spelling:</b> spells fourth grade high frequency words correctly, self-corrects errors, uses spelling patterns and resources		
<b>Handwriting:</b> uses legible handwriting in printing or cursive		
<ul style="list-style-type: none"> <li><b>Audience &amp; Purpose:</b> writes for different audiences and purposes in a variety of forms (multi-paragraph)</li> </ul>		

<b>MATHEMATICS</b>	<b>1</b>	<b>2</b>
<b>Semester Grade</b>		
<b>Demonstrates Effort Toward Quality.</b>		
<b>Multi-digit Multiplication:</b> quickly recalls multiplication and division facts, identifies factors and multiples, multiplies three-digit by one-digit and two-digit numbers, mentally multiplies two-digit by one-digit numbers and multiples of 10, solves word problems		
<b>Fractions, Decimals, and Mixed Numbers:</b> reads, writes, compares, orders, rounds, and represents decimals and fractions, converts mixed numbers, fractions and decimals, finds equivalent fractions, simplifies fractions, solves word problems		
<b>Geometry and Area:</b> determines and explains congruence, perimeter, and area, understands relationship between perimeter and area, solves word problems		
<b>Algebraic Sense:</b> represents an unknown in simple expressions, equations, and inequalities using letters, boxes, and other symbols		
<b>Measurement:</b> solves problems involving length, weight, mass, capacity, temperature, and time conversions using U.S. customary and metric systems, estimates and determines elapsed time		
<b>Data, Statistics, and Probability:</b> graphs and identifies points using ordered pairs, identifies median, mode, and range, determines probability, displays and interprets results		
<b>Reasoning, Problem Solving, and Communication:</b> identifies question(s) and information needed, chooses a strategy, represents situation, determines if answer is reasonable and answers question, summarizes information, draws conclusions, explains reasoning		

<b>COMMUNICATION</b>	<b>1</b>	<b>2</b>
<b>Demonstrates Effort Toward Quality.</b>		
<b>Attentive Behavior:</b> attends to a task and teacher instructions, sustains attention in group activities, responds to verbal and non-verbal cues, keeps hands still, does not interrupt		
<b>Comprehends Information:</b> follows oral directions, identifies main idea and details, paraphrases information, asks clarification questions, provides feedback, organizes information, uses a variety of sources to make inferences, makes personal connections, expresses own feelings, draws conclusions, summarizes, explains feelings of others, identifies and explains persuasion		
<b>Interacts with Others:</b> uses respectful and appropriate language, shows respect for others' input, contributes to discussion appropriately, works as a cooperative group member, works toward group decision making, explains how people communicate differently, defines perspective		
<b>Presents Ideas:</b> plans presentation for a specific purpose, supports with ideas, uses planning tools and notes, uses visual aids and presentational technology, uses appropriate body language, speaks clearly, uses appropriate speech to engage audience		

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SCIENCE	1	2
<b>Semester Grade</b>		
<b>Demonstrates Effort Toward Quality.</b>		
<b>Application:</b> scientific process (hypothesizes, plans, measures, interprets)		
<b>Communicates Scientific Ideas:</b> in writing, uses pictures, charts or models.		
<ul style="list-style-type: none"> <li>• <b>Systems:</b> Physical, Living, Earth/Space</li> <li>• <b>Inquiry:</b> Investigative Skills (understands cause and effect, compares and contrasts, recognizes fact and opinion, synthesizes)</li> </ul>		

SOCIAL STUDIES	1	2
<b>Semester Grade</b>		
<b>Demonstrates Effort Toward Quality.</b>		
<ul style="list-style-type: none"> <li>• Understands individual's rights and responsibilities within a community</li> <li>• Recognizes similarities and differences among people and cultures</li> <li>• Identifies and uses maps and globes</li> </ul>		

TECHNOLOGY	1	2
<b>Demonstrates Effort Toward Quality.</b>		
<ul style="list-style-type: none"> <li>• Selects a printer from a variety of printers or locations</li> <li>• Executes short cut key commands (Save, Print, Copy, etc.)</li> <li>• Navigates between windows</li> <li>• Creates a small group multimedia presentation using five slides</li> <li>• Touch types approximately 10 words per minute (WPM) with three errors or less using letters only</li> <li>• Understands Internet/online safety issues</li> </ul>		

PHYSICAL FITNESS/HEALTH	1	2
Demonstrates physical skills that contribute to movement proficiency		
Follows rules and safety procedures while participating in a variety of physical activities		
Demonstrates effort by willingly attempting and practicing all challenges		

MUSIC	1	2
Participates and cooperates effectively in class and at programs		
Demonstrates music skills and concepts		

LIBRARY	1	2
Demonstrates skills in listening, participation, and self management		

ART	1	2
<b>Demonstrates Effort Toward Quality.</b>		
<ul style="list-style-type: none"> <li>• Communicates ideas using different <b>art forms</b>.</li> <li>• Understands basic art <b>concepts and skills</b> (line, shape color, value/shading, texture, <b>form, space</b>)</li> </ul>		

## TEACHER COMMENTS

**First Semester:**

**Second Semester:**