

Our Mission

In partnership with students, family and community,
we educate every student for the challenges of today
and the opportunities of tomorrow
through the continuous pursuit of excellence.

To the Parent or Guardian of
Student Name
123 Main Street
Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Work Habits	
Listens to and follows directions.	
Takes care of materials.	
Works independently.	
Completes tasks in a timely manner.	
Asks for help when needed.	
Exhibits eagerness and motivation as a learner.	
of 6 Standards have been learned to proficiency.	

Social Emotional Development	
1A.2a Describe a range of emotions and the situations that cause them.	
1A.2b Describe and demonstrate ways to express emotions in a socially acceptable way.	
1C.2a Describe steps in setting and working toward goal achievement.	
1C.2b Monitor progress on achieving short-term personal goal.	
2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.	
2A.2b Describe the expressed feelings and perspectives of others.	
2C.2a Describe approaches for making and keeping friends.	
2C.2b Explore ways to work effectively in groups.	
2D.2a Describe causes and consequences of conflicts.	
2D.2b Apply positive approaches in resolving conflicts.	
3A.2a Show the ability to respect the rights of self and others.	
3B.2a Identify and apply problem solving steps	
3C.2a Identify and perform roles that contribute to well-being of the school.	
of 13 Standards have been learned to proficiency.	

Classroom Teacher

Reading: Literature	
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	
of 4 Standards have been learned to proficiency.	

Reading: Informational Text	
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic.	
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
of 5 Standards have been learned to proficiency.	

Reading: Foundational Skills	
RF.4.3A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
RF.4.4A Read grade-level text with purpose and understanding.	
RF.4.4B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
RF.4.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
of 4 Standards have been learned to proficiency.	

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Writing	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
of 4 Standards have been learned to proficiency.	

Speaking and Listening	
SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	
SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	
of 5 Standards have been learned to proficiency.	

Language	
L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	
L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	
L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).	
L.4.2.A Use correct capitalization.	
L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	
L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	
L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.	
L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	
L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	
L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	
L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
of 13 Standards have been learned to proficiency.	

**Jones Farrar Magnet School
4th Grade Report Card 2016-17**

School, Principal
Homeroom, Teacher

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Classroom Teacher

Operations and Algebraic Thinking	
4.OA.1 Interpret a multiplication equation as a comparison.	
4.OA.2 Solve multiplication and division word problems with drawings and equations.	
4.OA.3 Solve multi-step word problems.	
of 3 Standards have been learned to proficiency.	

Numbers in Base Ten	
4.NBT.1 Recognize and represent place value as multiplicative comparison.	
4.NBT.2 Read, write and compare multi-digit numbers.	
4.NBT.3 Round multi-digit whole numbers.	
4.NBT.4 Add and subtract multi-digit whole numbers.	
4.NBT.5 Multiply 4-digit numbers by 1-digit numbers and 2-digit numbers by 2-digit numbers.	
4.NBT.6 Divide 4-digit numbers by 1-digit numbers and interpret remainders.	
of 6 Standards have been learned to proficiency.	

Numbers in Fractions	
4.NF.1 Recognize and generate equivalent fractions.	
4.NF.2 Compare fractions with different numerator and denominators.	
4.NF.3 Compose and decompose fractions to solve problems.	
4.NF.4 Represent and solve problems using multiplication of fractions by whole numbers.	
4.NF.5 Convert between 10ths and 100ths as fractions and add.	
4.NF.6 Relate fractions and decimals (10ths and 100ths only).	
4.NF.7 Compare decimals to hundredths.	
of 7 Standards have been learned to proficiency.	

Classroom Teacher

Spanish	
Student responds to a prompt demonstrating minor inaccuracy with fluency using past, present and simple future tenses.	
Student reads a level one book with some errors.	
Student demonstrates comprehension when asked what is read by answering questions.	
Student can write short messages and lists based on the elements of daily life with few mistakes.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Art	
Explore and invent art-making techniques and approaches.	
Apply one set of criteria to evaluate more than one work of art.	
Infer information about time, place, and culture in which a work of art was created.	
Create works of art that reflect community cultural traditions.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Music	
Demonstrate expressive qualities (tempo, dynamics, pitch, beat).	
Identify sound sources (instruments, voices, environmental sounds).	
Identify musical symbols.	
Perform and listen to a variety of music.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Physical Education	
Demonstrates fitness in cardio respiratory endurance (jog continuously).	
Demonstrates fitness in muscular endurance (abdominal crunches).	
Demonstrates fitness in muscular strength (push-up hold).	
Demonstrates fitness in flexibility (sit and reach).	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Science				
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Classroom Teacher

Social Studies				
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ATTENDANCE:	1	2	3	4	Total
Absences	0.0	0.0	0.0	0.0	0.0
Tardies	1.0	0.0	0.0	0.0	1.0
Average Daily Attendance Rate					100.00 %

Interpreting your child's report card:

In our efforts to ensure grades have more meaning, Freeport School District is transitioning from a traditional reporting system based on letter grades to a standards-based reporting system that articulates clearly what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/Language Arts and math expectations or student learner outcomes, which are based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

- 4 Exceeds -- Documented evidence student consistently applies the attained content, concepts and skills to complex problems and novel situations
- 3 Proficient -- Documented evidence student attained expected content, concepts and skills
- 2 Progressing -- Documented evidence student is moving toward attaining content, concepts and skills
- 1 Needs to Improve -- Little to no progress toward attaining content, concepts and skills

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.