

**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.				

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.				
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.				
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.				
RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.				

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.				

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.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.				
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.				
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				

Reading: Foundational Skills				
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.				

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.				

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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.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.				
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.				

4.OA.3 Solves multi-step story problems using addition, subtraction, multiplication, or division.				
4.OA.3 Writes equations with a letter standing for the unknown quantity to represent multistep story problems.				
4.OA.3 Uses mental math, estimation, or rounding to determine whether or not answers to multi-step story problems are reasonable.				
4.OA.4 Understands factors and multiples, e.g., 1, 2, 4, 5, 10, and 20 are all factors of 20, and 20 is a multiple of each of those numbers.				
4.OA.4 Understands that a prime number has only 2 factors (1 and itself), while a composite number has more than 2 factors. Determines whether a number is prime or composite.				
4.OA.5 Identifies and describes patterns in sequences of numbers or shapes. Generates a number or shape pattern that follows a given rule.				

Speaking and Listening				
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.				
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.				
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.				

Numbers in Base Ten				
4.NBT.1 Understands that in any multi-digit number, each digit represents 10 times what it represents in the place to its right.				
4.NBT.2 Reads, writes, and compares multi-digit numbers.				
4.NBT.3 Rounds multi-digit numbers to any place.				
4.NBT.4 Adds and subtracts multi-digit numbers using the standard algorithms, as well as other efficient methods.				
4.NBT.5 Multiplies 2- and 3-digit numbers by 1-digit numbers using strategies based on place value and properties of operations; uses equations or labeled sketches to explain strategies.				
4.NBT.5 Multiplies 2-digit numbers by 2-digit numbers using strategies based on place value and properties of operations; uses equations or labeled sketches to explain strategies.				
4.NBT.6 Divides 2-digit numbers by 1-digit numbers using strategies based on place value and the relationship between multiplication and division; uses equations or labeled sketches to explain strategies.				

Language				
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				

Classroom Teacher				
Operations and Algebraic Thinking				
3.OA.7 Knows multiplication facts through $10 \times 10$ , and can easily solve related division facts through $100 \div 10$ .				
4.OA.1 Understands multiplication as a way to compare quantities, e.g., 35 is 7 times as much as 5, and 5 times as much as 7.				
4.OA.2 Solves story problems that involve multiplicative comparisons.				

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**Numbers in Fractions**

4.NF.1 Uses a visual model to explain why one fraction is equivalent to another. Recognizes and generates equivalent fractions.				
4.NF.2 Compares two fractions with different numerators and different denominators, and explains why one fraction must be greater than or less than another fraction.				
4.NF.3 Writes an equation to show a fraction as the sum of other fractions with the same denominator,				
4.NF.3c Adds and subtracts fractions and mixed numbers with like denominators.				
4.NF.3d Solves story problems that involve adding and subtracting fractions with like denominators.				
4.NF.4b Multiplies a fraction by a whole number.				
4.NF.4c Solves story problems that involve multiplying a fraction by a whole number.				
4.NF.5 Converts a fraction with 10 in the denominator to a fraction with 100 in the denominator, and uses the strategy to add tenths and hundredths.				
4.NF.6 Writes fractions with denominators of 10 or 100 in decimal notation.				
4.NF.7 Compares decimal numbers with digits to the hundredths place, and explains why one decimal number must be greater than or less than another decimal number.				

4.G.1 Draws points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identifies these in two-dimensional figures.				
4.G.2 Classifies two-dimensional shapes.				
4.G.3 Identifies and draws lines of symmetry; identifies figures with line symmetry.				

**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.				

**Classroom Teacher**

**Art**

CR2: Organize and develop artistic ideas and work.				
RE9: Apply criteria to evaluate artistic work.				

**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.				

**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).				

**Measurement and Data**

4.MD.1 Knows the relative sizes of measurement units within one system of units, including metric length, metric mass, customary weight, metric volume, and time.				
4.MD.1 Expresses measurements in a larger unit in terms of a smaller unit. Records measurement equivalents in two-column tables.				
4.MD.2 Uses addition, subtraction, multiplication, or division to solve story problems involving distances, intervals of time, liquid volumes, masses of objects, and money.				
4.MD.3 Uses the formulas for area and perimeter of a rectangle to solve problems.				
4.MD.4 Makes a line plot to display a data set of measurements in fractions of a unit. Uses the information on a line plot to solve problems that involve adding and subtracting fractions.				
4.MD.6 Uses a protractor to measure and sketch angles.				

**Geometry**

**Classroom Teacher**

**Q1 Q2 Q3 Q4**

**Science**



October 25, 2019

**Jones Farrar IB World School  
4th Grade Q1 Report Card 2019-20**

School, Principal  
Homeroom, Teacher

Classroom Teacher

Q1 Q2 Q3 Q4

Social Studies

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<b>ATTENDANCE:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
Absences	0.0	0.0	0.0	0.0	0.0
Tardies	0.0	0.0	0.0	0.0	0.0
<b>Average Daily Attendance Rate</b>					<b>100.00 %</b>

**GENERAL COMMENTS**

**1st QUARTER COMMENTS:**

**2nd QUARTER COMMENTS:**

**3rd QUARTER COMMENTS:**

**4th QUARTER COMMENTS:**

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**Interpreting your child's report card:**

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes 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, 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.