



Name: _____ Academic Year: _____
 School: _____ Homeroom/Teacher: _____

Your ARC Level is:

Your ARC Points are:

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| <p>Standards Grade Scale 4 - Exceeds Standard: Works beyond standards. 3- Meets Standards: Meets standards. 2- Progressing Towards Standard: Approaching standards. 1- Needs Support: Not meeting standards. N/A - Not assessed at this time</p> | <p>Habits of Success Scale and Special Area + Consistently Demonstrated / Often Demonstrated - Seldom Demonstrated</p> |
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Commented [1]: I revised the 4th grade report card. Please don't make any changes to this document. If you have suggestions, please email or speak to me about them.

| READING | T1 | T2 | T3 | Writing | T1 | T2 | T3 |
|---|----|----|----|--|----|----|----|
| Know and apply grade-level phonics and word analysis skills in decoding words | | | | Uses the writing process to produce and publish clear and coherent writing over shorter and extended time frames | | | |
| Read with sufficient accuracy and fluency to support comprehension | | | | Write opinion pieces on topics or texts, supporting a point of view with reasons and information | | | |
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text | | | | Write informative/explanatory texts to examine a topic and convey ideas and information clearly | | | |
| Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text | | | | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | | | |
| Determine a theme of a story, drama, or poem from details in the text, summarize the text | | | | Develop and strengthen writing as needed by planning, revising, and editing | | | |
| Determine the meaning of words and phrases as they are used in a text, or relevant to a topic | | | | Use technology to produce and publish writing as well as to interact and collaborate with others | | | |
| Compare and contrast text (themes, events, firsthand/secondhand accounts, etc.) | | | | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | | | |
| Describe the overall structure of events, ideas, concepts, or information in a text or part of a text | | | | Conduct short research projects that build knowledge through investigation of different aspects of a topic | | | |
| Determine the main idea of a text and explain | | | | Speaking and Listening | T1 | T2 | T3 |

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| how it is supported by key details, summarize the text | | | | | | |
| Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears | | | | 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; speak clearly at an understandable pace | | |
| Explain how an author uses reasons and evidence to support particular points in a text | | | | Engages in collaborative discussions (one on one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly | | |
| LANGUAGE | T1 | T2 | T3 | SOCIAL SCIENCES | T1 | T2 |
| Demonstrate command of the conventions of grammar and usage when writing or speaking | | | | Demonstrates understanding of content, concepts, vocabulary, and processes | | |
| Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing | | | | Interprets and uses visual materials (maps, charts, etc.) | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases | | | | Communicates subject area knowledge through varied forms (writing, outline, technology, etc.) | | |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | | | | HABITS OF SUCCESS | T1 | T2 |
| MATHEMATICS | T1 | T2 | T3 | Follows classroom routines, directions, and procedures | | |
| Operations and Algebraic Thinking: Use the four operations with whole numbers to solve multi-step problems | | | | Is engaged and participates in class lessons and activities | | |
| Operations and Algebraic Thinking: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors | | | | Works independently and productively when appropriate | | |
| Operations and Algebraic Thinking: Generate and analyze patterns | | | | Cooperates and contributes to group work | | |
| Numbers and Operations in Base Ten: Fluently add and subtract multi-digit whole numbers | | | | Completes homework assignments | | |
| Numbers and Operations in Base Ten: Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers | | | | Art | T1 | T2 |
| Numbers and Operations in Base Ten: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors | | | | Demonstrates understanding of skills and concepts as per NJ standards | | |
| Numbers and Operations in Base Ten: | | | | Participates with effort, cooperates, and follows | | |

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|--|--|--|--|---|----|----|----|
| Generalize place value understanding for multi-digit whole numbers | | | | directions | | | |
| Number and Operations- Fractions: Extend understanding of fraction equivalence and ordering | | | | Music | T1 | T2 | T3 |
| Number and Operations- Fractions: Build fractions from unit fractions | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| Number and Operations- Fractions: Understand decimal notation for fractions and compare decimal fractions | | | | Participates with effort, cooperates, and follows directions | | | |
| Number and Operations- Fractions: Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators | | | | World Language | T1 | T2 | T3 |
| Measurement and Data: Solve problems involving measurement and conversion of measurements (distances, intervals of time, metric units, money, fractions, decimals, etc.) | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| Measurement and Data: Represent and interpret data (line plots, etc.) | | | | Participates with effort, cooperates, and follows directions | | | |
| Measurement and Data: Geometric Measurement-Understand concepts of angles and measure angles | | | | Physical Education | T1 | T2 | T3 |
| Geometry: Draw and identify lines and angles, and classify shapes by their properties | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| | | | | Participates with effort, cooperates, and follows directions | | | |
| | | | | Health | T1 | T2 | T3 |
| | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| | | | | Participates with effort, cooperates, and follows directions | | | |
| | | | | Science Lab | T1 | T2 | T3 |
| | | | | Demonstrates understanding of skills and concepts as per NJ standards | | | |
| | | | | Participates with effort, cooperates, and follows directions | | | |
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| Attendance | T1 | T2 | T3 |
|------------|----|----|----|
| Present | | | |
| Absent | | | |
| Tardy | | | |

Comments: