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| **Cooperative Educational Services**  https://scontent-lga1-1.xx.fbcdn.net/hphotos-xfa1/v/t1.0-9/10592950_333718333471208_3309163636862518093_n.png?oh=5fa7b939601166e2a2beeaae38e4be49&oe=5630EB9E |
| **Six to Six Magnet School** |
| **Grade 4** |

Student Name: Teacher Name: Academic Year: 2015-2016

|  |  |  |  |
| --- | --- | --- | --- |
| **Attendance** | **Tri.**  **1** | **Tri.**  **2** | **Tri.**  **3** |
| Absences |  |  |  |
| Tardies |  |  |  |

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| **English Language Arts/Literacy** | **Tri.**  **1** | **Tri.**  **2** | **Tri.**  **3** |
| Reads and understands grade level text (Independent Benchmark Level) |  |  |  |
| **Reading--Literature** | | | |
| Use details and examples in a text to explain and draw inferences |  |  |  |
| Use details to summarize a text |  |  |  |
| Use details to determine the theme of a text |  |  |  |
| Use specific details from a text to describe a character, a setting, or an event |  |  |  |
| Use proper terms to explain the differences between poems, drama, and prose |  |  |  |
| Compare and contrast the points of view from which different stories are narrated |  |  |  |
| Make connections between the text of a story and a visual or oral representation of the story |  |  |  |
| Compare and contrast themes, topics, and patterns of events in various texts |  |  |  |
| **Reading--Informational Text** | | | |
| Use details and examples from a text to explain and draw inferences |  |  |  |
| Summarize the text and tell the main idea using details to support it |  |  |  |
| Use specific information in nonfiction text to explain the main idea |  |  |  |

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|  | **Tri.**  **1** | **Tri.**  **2** | **Tri.**  **3** |
| Explain the way a text is organized |  |  |  |
| Compare and contrast two different accounts of the same event or topic |  |  |  |
| Explain how visuals support a text and use the text to better understand the subject |  |  |  |
| Explain how the author uses evidence to support the ideas in a text |  |  |  |
| Use information from two sources to write or talk about a subject |  |  |  |
| **Writing** | | | |
| Write opinion pieces on topics or texts, supporting a point of view with reasons and information |  |  |  |
| Write informative/explanatory pieces to examine a topic and convey ideas and information clearly |  |  |  |
| Write narrative pieces to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences |  |  |  |
| **Language** | | | |
| Uses standard English grammar and conventions |  |  |  |
| Acquires, understands, and uses grade level appropriate vocabulary |  |  |  |

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| **Mathematics** | **Tri.**  **1** | **Tri.**  **2** | **Tri.**  **3** |
| **Operations and Algebraic Thinking** | | | |
| Uses addition and subtraction with whole numbers to solve word problems |  |  |  |
| Uses multiplication and division with whole numbers to solve word problems |  |  |  |

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|  | **Tri.**  **1** | **Tri.**  **2** | **Tri.**  **3** |
| Gains familiarity with factors and multiples |  |  |  |
| Generalizes and analyzes patterns |  |  |  |
| **Number and Operations in Base Ten** | | | |
| Generalizes place value understanding for multi-digit whole numbers |  |  |  |
| Reads and writes multi-digit numbers in various forms and compares multi-digit whole numbers |  |  |  |
| Rounds multi-digit whole numbers up to 1,000,000 to any place value |  |  |  |
| Fluently adds and subtracts multi-digit whole numbers using standard algorithm |  |  |  |
| Multiplies and divides multi-digit numbers using various strategies including visual representations |  |  |  |
| Number and Operations--Fractions | | | |
| Generates equivalent fractions to compare and order fractions using visual models |  |  |  |
| Builds fractions from unit fractions by applying and extending previous understanding of operations of whole numbers |  |  |  |
| Understands decimal notation for fractions and compares decimal fractions |  |  |  |
| **Measurement and Data** | | | |
| Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit |  |  |  |
| Apply the formulas for area and perimeter to rectangles in mathematical problems |  |  |  |
| Represents and interprets data on a line plot to solve problems involving addition and subtraction of fractions with like denominators |  |  |  |
| Understands concept of angles and can measure angles |  |  |  |
| **Geometry** | | | |
| Draws and identifies lines and angles and classifies shapes by properties of their lines and angles |  |  |  |

**Conference Requested**

(203)365-8200 ext. \_\_\_\_\_

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| **Science** | **Tri.**  **1** | **Tri.**  **2** | **Tri. 3** |
| Ecosystems |  |  |  |
| Force and Motion |  |  |  |
| Electricity and Magnetism |  |  |  |
| Land and Water |  |  |  |
| **Social Studies** | **Tri.**  **1** | **Tri.**  **2** | **Tri. 3** |
| Roles and responsibilities of a student/citizen |  |  |  |
| Government |  |  |  |
| Geography |  |  |  |
| Connecticut |  |  |  |

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| **Specials** | **Tri.**  **1** | **Tri.**  **2** | **Tri. 3** |
| Art |  |  |  |
| Physical Education |  |  |  |
| Library/Technology |  |  |  |
| Music |  |  |  |
| World Language: Spanish |  |  |  |

**Progression Scales:**

4 **Extends and Expands**

In addition to “3-consistent achievement,” student demonstrates the grade level standard with greater depth and application. Student demonstrates and applies higher-level thinking of the standard. Student extends knowledge consistently. Student integrates learning into other curricular areas proactively and independently, as well as flexibly applies the standard in new situations. Student applies in depth and/or extended conceptual knowledge (critique, connections, analysis, etc.) *This is challenging and difficult to achieve.*

**3 Consistent Achievement/Goal**

Student meets the grade level standard addressed. Student consistently meets grade level standard independently. Student understands not just “what,” but can explain the how and why when applicable to standard. Student applies learning to other curricular areas with guidance. ***A 3 is the end of year grade level expectation.***

**2 Partial Achievement**

Student is beginning to understand ideas and processes taught.  Student’s work is approaching achievement toward the standard or is inconsistently demonstrating understanding of the standard.  Student might understand the “what,” but is not able to explain the “how” and “why.”  ***Additional support may be required.***

**1 Minimal Achievement**

Student has emerging awareness of concepts or seldom demonstrates the skill or understanding of the standard and is not meeting expectations addressed. Even with considerable assistance student is making minimal progress toward the standard. T*argeted support and intervention is required.*

Not assessed

N- Needs improvementTop of Form

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|  | **Tri.**  **1** | **Tri.**  **2** | **Tri.**  **3** |
| **Social and Behavioral Skills** | | | |
| Respects rights of others |  |  |  |
| Follows class and school rules |  |  |  |
| Demonstrates self-control |  |  |  |
| Accepts responsibility for actions |  |  |  |
| Works cooperatively in groups |  |  |  |
| Respects adults |  |  |  |
| **Work Habits** | | | |
| Follows directions |  |  |  |
| Listens attentively |  |  |  |
| Finishes work on time |  |  |  |
| Works carefully and neatly |  |  |  |
| Completes assigned homework |  |  |  |
| Participates in class |  |  |  |

Bottom of Form

I-Inconsistent

C-Consistent

N- Needs improvement