

Belmont Public Schools Elementary Report Card

WELLINGTON ELEMENTARY SCHOOL

121 Orchard Street

Belmont, MA 02478

617-993-5600

Heidi Paisner, Principal



Student Name

Grade: 04

Teacher:

Student ID:

Pro-Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going support to develop this skill

Academic Performance Skills Indicators

Based on the January or June benchmarks:

- M - The student **meets** the term's benchmark and applies the concepts/skills with **independence**.
- P - The student is making **progress** toward meeting the term's benchmark with **occasional support**.
- B - The student is **beginning** to meet the term's benchmark with **frequent support**.
- NY - The student does **not yet** meet the term's benchmark and requires **consistent support**.
- / - The standard is not addressed at this time

PRO SOCIAL SKILLS

	JANUARY	JUNE
<i>Personal Development and Community Skill</i>		
• Works cooperatively in group settings		
• Accepts responsibility for choices and behavior		
• Interacts appropriately with adults		
• Interacts appropriately with peers		
• Adjusts to transitions and changes in routines		
• Demonstrates responsibility for school and personal materials		
• Exercises self-control in structured settings		
• Exercises self-control in unstructured settings		
• Self-advocates effectively		
<i>Approaches to Learning</i>		
• Demonstrates expected grade level organizational skills		
• Demonstrates initiative; takes appropriate learning risks		
• Listens attentively		
• Works independently; makes effective use of time		
• Participates effectively in class		
• Follows directions		
• Completes classroom assignments		
• Completes homework assignments		
• Shows evidence of sustained effort		

SOCIAL STUDIES

	JANUARY	JUNE
<i>Civics and Government</i>		
• Gives examples of the major rights immigrants have acquired as citizens of the United States (e.g. the right to vote, freedom of religion, speech, assembly and petition)		
<i>Geography</i>		
• Uses a map to interpret information about a region		
• Identifies and locates the countries within North America		
<i>History and Culture - US</i>		
• Describes the climate, physical features, natural resources, human populations, and products of the five regions of the United States		
• Identifies states, capitals, and cities in each region		
• Identifies and describes major national landmarks		
<i>History and Culture - Canada</i>		
• Describes the physical features, climate, economy, and people of contemporary Canada		
<i>History and Culture - Mexico</i>		
• Describes the physical features, climate, economy, and people of contemporary Mexico		

JANUARY

JUNE

YEAR

ABSENCES

TARDIES

LITERACY	JANUARY	JUNE
<i>Reading Foundational Skills</i>		
<ul style="list-style-type: none"> Knows and applies fourth grade word analysis skills 		
<ul style="list-style-type: none"> Reads with sufficient accuracy and fluency to support understanding of text 		
<i>Reading Literature & Informational Text</i>		
<ul style="list-style-type: none"> Refers back to text to ask and answer questions about important concepts, providing examples when explaining 		
<ul style="list-style-type: none"> Demonstrates an understanding of the text's theme/main idea while citing details and summarizing the text 		
<ul style="list-style-type: none"> Describes and understands a character, setting, or event in the text while providing specific details 		
<ul style="list-style-type: none"> Determines the meaning of words in context 		
<ul style="list-style-type: none"> Demonstrates an understanding of various text structures in order to locate key information 		
<ul style="list-style-type: none"> Compares and contrasts different texts with multiple perspectives on the same topic 		
<ul style="list-style-type: none"> Describes and explains how parts of a text connect or build on each other 		
<ul style="list-style-type: none"> Compares and contrasts themes/topics in stories, or information from two or more texts 		
<ul style="list-style-type: none"> Reads a variety of fourth grade texts with purpose and understanding (literary/informational) 		
<i>Writing</i>		
<ul style="list-style-type: none"> Writes opinion pieces supporting a point of view with relevant reasons 		
<ul style="list-style-type: none"> Writes informative/explanatory texts to examine a topic and convey ideas and information clearly 		
<ul style="list-style-type: none"> Writes narrative pieces to develop real or imagined experiences or events 		
<ul style="list-style-type: none"> Conducts short research projects using multiple sources and search tools 		
<ul style="list-style-type: none"> Incorporates similes and/or metaphors into writing 		
<ul style="list-style-type: none"> Strengthens and extends writing through revision and editing 		
<i>Speaking and Listening</i>		
<ul style="list-style-type: none"> Engages effectively in a range of whole group and small group discussions 		
<ul style="list-style-type: none"> Asks and answers questions to seek help, get information, or deepen understanding 		
<ul style="list-style-type: none"> Reports on a topic or text with facts/descriptive details and the main idea 		
<ul style="list-style-type: none"> Speaks effectively, adapting speech to a variety of contexts and tasks 		
<i>Language</i>		
<ul style="list-style-type: none"> Uses knowledge of English grammar when writing and speaking 		
<ul style="list-style-type: none"> Demonstrates command of grade level capitalization and punctuation when writing 		
<ul style="list-style-type: none"> Applies correct spelling of grade level words in written work 		
<ul style="list-style-type: none"> Acquires and uses academic and content specific vocabulary 		
<ul style="list-style-type: none"> Demonstrates understanding of figurative language 		
<ul style="list-style-type: none"> Uses vocabulary acquired through conversation, reading experiences and content study 		

SCIENCE	JANUARY	JUNE
<i>Science Practices</i>		
<ul style="list-style-type: none"> Generates questions and then designs and carries out investigations to answer the question 		
<ul style="list-style-type: none"> Uses evidence to draw conclusions and support scientific claims 		
<ul style="list-style-type: none"> Communicates observations and information clearly through writing, drawing, and discussion 		
<i>Life Science: Plants</i>		
<ul style="list-style-type: none"> Recognizes that plants go through predictable life cycles that include birth, growth, development, reproduction, and death 		
<ul style="list-style-type: none"> Identifies the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection 		
<i>Earth Science: Changing Earth</i>		
<ul style="list-style-type: none"> Explains the processes of weathering, erosion, and deposition 		
<ul style="list-style-type: none"> Uses evidence to explain how erosion, weathering, and/or depositions may have played a role in the creation of a given landform 		
<ul style="list-style-type: none"> Identifies patterns of landforms on the Earth's surface 		
<ul style="list-style-type: none"> Evaluates the effect of a given design solution on reducing the impact of a natural disaster 		
<i>Physical Science: Focus on Energy</i>		
<ul style="list-style-type: none"> Relates the speed of an object to the energy of the object 		
<ul style="list-style-type: none"> Reasonably predicts the changes in energy that occur when objects collide 		
<ul style="list-style-type: none"> Shows energy can be transferred from place to place by sound, light, heat, and/or electric currents 		
<ul style="list-style-type: none"> Creates a device that converts one form of energy to another and explains what energy changes have occurred 		

MATH	JANUARY	JUNE
<i>Practice Standards</i>		
• Uses strategies to make sense of problems and perseveres in solving them		
• Utilizes knowledge of numbers and operations to reason through solutions		
• Explains thinking using pictures, numbers and words		
• Works accurately and uses tools appropriately		
<i>Operations and Algebraic Thinking</i>		
• Uses addition and subtraction with whole numbers to solve problems		
• Uses multiplication and division with whole numbers to solve problems (January: multiplication/June: division)		
• Solves multi-step problems including problems in which remainders have to be interpreted (January: add., sub. & mult. / June: division)		
• Demonstrates an understanding of factors and multiples		
• Generates and analyzes number and shape patterns		
• Assesses the reasonableness of answers using mental computation and estimation strategies.		
<i>Number and Operations in Base Ten</i>		
• Demonstrates an understanding of place value of multi-digit whole numbers		
• Knows multiplication facts and related division facts through 12x12		
• Uses place value understanding and properties of operations to perform multi-digit addition and subtraction		
• Uses place value understanding and properties of operations to multiply 4-digit by 1-digit numbers and 2-digit by 2-digit numbers		
• Uses place value understanding and properties of operations to divide 4-digit by 1-digit numbers		
<i>Number and Operations - Fractions</i>		
• Demonstrates an understanding of fraction equivalence and ordering		
• Demonstrates an understanding of decimal notation for fractions with denominators of 10 and 100		
• Compares decimals		
• Adds and subtracts fractions and mixed numbers with like denominators		
• Multiplies a fraction by a whole number		
<i>Measurement and Data</i>		
• Solves problems involving measurement and conversion of measurements within one system		
• Demonstrates an understanding of angles and measures angles		
• Applies the area and perimeter formulas for rectangles to real-life examples		
• Represents and interprets data using line plots		
<i>Geometry</i>		
• Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles		
• Demonstrates an understanding of symmetry		

Comments:

MUSIC	JANUARY	JUNE
<i>Pro Social Skills</i>		
<ul style="list-style-type: none"> Cooperates and is respectful of others Follows directions and participates appropriately Makes an effort to improve musical skills 		
<i>Performance</i>		
<ul style="list-style-type: none"> Performs with accurate pitch and rhythm, sings with a well produced and supported tone, and is responsive in a musical ensemble setting 		
<i>Music Literacy</i>		
<ul style="list-style-type: none"> Demonstrates age-appropriate aural and/or visual music literacy skills (decoding melodic and rhythmic patterns) 		
<i>Perceiving and Responding</i>		
<ul style="list-style-type: none"> Demonstrates an understanding of content through physical and verbal expression, and responds critically to his/her own performance and that of others 		

Comments:

ART	JANUARY	JUNE
<i>Pro Social Skills</i>		
<ul style="list-style-type: none"> Cooperates and is respectful of others Takes care of materials and uses them safely Follows directions and listens attentively 		
<i>Process</i>		
<ul style="list-style-type: none"> Uses tools and techniques in a variety of two and three dimensional media to create a work of art 		
<i>Creating</i>		
<ul style="list-style-type: none"> Uses knowledge of the elements of art (color, line, texture, value, space, shape and form) and the principles of design (balance, variety, unity, emphasis, harmony and rhythm) to create unique works of art 		
<i>Perceiving and Responding</i>		
<ul style="list-style-type: none"> Reflects upon and evaluates and critically responds to his/her own artwork and that of others (describes, analyzes, interprets and evaluates) 		

Comments:

PHYSICAL EDUCATION	JANUARY	JUNE
<i>Pro Social Skills</i>		
<ul style="list-style-type: none"> Demonstrates responsible personal and social behavior in a physical activity setting by cooperating with others, participating fully, utilizing equipment safely, following directions and listening attentively 		
<i>Forms of Movement</i>		
<ul style="list-style-type: none"> Develops fundamental movements necessary for participation in physical activities. Movements would include performing locomotor skills at mature levels and applying them to a variety of activities: throws, catches, strikes with an implement and kicks 		
<i>Applied Movement</i>		
<ul style="list-style-type: none"> Uses movement concepts and principles in the development of motor skills. Movements would include application of skills and knowledge to a variety of game like situations and activities 		
<i>Lifestyle and Health</i>		
<ul style="list-style-type: none"> Displays the components of physical fitness (muscular strength, muscular endurance, cardiovascular endurance and flexibility) in addition to making choices which promote wellness 		

Comments: