



# Mendham Township Elementary Fourth Grade Standards-Based Report Card 2011-2012

Student:  
Teacher:  
Principal: Dr. Sandra Cullis

|             |   |   |   |   |
|-------------|---|---|---|---|
| ATTENDANCE  | 1 | 2 | 3 | 4 |
| Days Absent |   |   |   |   |
| Days Tardy  |   |   |   |   |

| Content Standards Key                                                                                                       |                                             |                                                                              |                                                                |                                    | Effort Key       |                   |                   |   |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------|------------------|-------------------|-------------------|---|
| D<br>Demonstrating<br>readiness beyond<br>grade-level<br>standard                                                           | S<br>Secure with<br>grade-level<br>standard | P<br>Progressing<br>towards, but not<br>yet meeting grade-<br>level standard | M<br>Minimal<br>progression<br>towards grade-level<br>standard | X<br>Not evaluated at<br>this time | 3<br>Exceptional | 2<br>Satisfactory | 1<br>Inconsistent |   |
| <b>The Child As a Reader</b>                                                                                                |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Marking Period</b>                                                                                                       |                                             |                                                                              |                                                                |                                    | 1                | 2                 | 3                 | 4 |
| <b>Effort</b>                                                                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Reads with accuracy, fluency, and expression                                                                                |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Retells using main ideas and supporting details                                                                             |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Makes inferences and draws conclusions using evidence from the text                                                         |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Describes and analyzes story elements across various genres                                                                 |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Asks and answers questions to demonstrate understanding of text                                                             |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Demonstrates proficiency with applying strategies from current unit of study</b>                                         |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Reads at benchmark level                                                                                                    |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>The Child As a Writer</b>                                                                                                |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Marking Period</b>                                                                                                       |                                             |                                                                              |                                                                |                                    | 1                | 2                 | 3                 | 4 |
| <b>Effort</b>                                                                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Draws reader in with an effective opening                                                                                   |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Concludes writing pieces with a strong ending                                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Uses descriptions, sensory details, and/or dialogue to develop thoughts and show experiences                                |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Takes successful literary risks that reveal his/her voice as an author                                                      |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Applies proofreading and editing skills independently</b>                                                                |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Organizes and structures information creating a logical progression of ideas                                                |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Applies a growing vocabulary to writing pieces                                                                              |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Expresses <b>focused</b> ideas appropriate to task, purpose, and audience                                                   |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Demonstrates command of standard English grammar and usage in daily writing                                                 |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Demonstrates command of capitalization, punctuation, and spelling in daily writing                                          |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>The Child As a Speaker/Viewer/Listener</b>                                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Marking Period</b>                                                                                                       |                                             |                                                                              |                                                                |                                    | 1                | 2                 | 3                 | 4 |
| <b>Effort</b>                                                                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Uses effective techniques of oral language in discussions and presentations (word choice, volume, eye contact, and clarity) |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Responds and participates appropriately in a collaborative setting                                                          |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Actively listens to information presented and responds appropriately to follow-up discussions                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Effectively communicates information in an organized manner using details, examples, and reasons to support ideas           |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>The Child As a Mathematician</b>                                                                                         |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Marking Period</b>                                                                                                       |                                             |                                                                              |                                                                |                                    | 1                | 2                 | 3                 | 4 |
| <b>Effort</b>                                                                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Demonstrates proficiency with <b>multidigit</b> addition and subtraction                                                    |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Demonstrates proficiency with basic multiplication and division                                                             |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Demonstrates proficiency with marking period benchmarks</b>                                                              |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Effectively communicates mathematical process</b>                                                                        |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Chooses and applies appropriate tools</b>                                                                                |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Solves word problems using a variety of strategies                                                                          |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Creates and uses graphs and other representations to organize, record, and communicate ideas and solutions                  |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>The Child As a Scientist</b>                                                                                             |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Marking Period</b>                                                                                                       |                                             |                                                                              |                                                                |                                    | 1                | 2                 | 3                 | 4 |
| <b>Effort</b>                                                                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Asks relevant questions before, during, and after observations and investigations                                           |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Demonstrates understanding of current unit(s) of study</b>                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Draws conclusions</b>                                                                                                    |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Applies oral/written methods to communicate learning using scientific vocabulary                                            |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Applies information learned from reading nonfiction text                                                                    |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>The Child As a Social Scientist</b>                                                                                      |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| <b>Marking Period</b>                                                                                                       |                                             |                                                                              |                                                                |                                    | 1                | 2                 | 3                 | 4 |
| <b>Effort</b>                                                                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Demonstrates understanding of historical people and events                                                                  |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Demonstrates understanding of geography and mapping skills                                                                  |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Demonstrates understanding of civics and government                                                                         |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Demonstrates understanding of economics                                                                                     |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Applies global perspective to historic and current events                                                                   |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Demonstrates understanding of human-environmental interaction                                                               |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |
| Applies information learned from reading nonfiction text                                                                    |                                             |                                                                              |                                                                |                                    |                  |                   |                   |   |

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**RJ Shavelson**



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web design reconsideration a kt gusset plate gusset plates can be made into a variety of shapes and sizes and from a range of materials gusset plates are usually square or rectangular but can be triangular or made into a customized shape to fit the joint

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web may 11 2023 plywood gusset plate design is a type of design where plywood is used as a structural component and gusset plates are attached to join multiple pieces of plywood together the gusset plates are made of metal or wood and are used to reinforce and strengthen the plywood

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web nailed plywood gusset plates these trusses offered acceptable spans but demanded considerable time to build economy through effi plate manufacturer usually designs the truss on behalf of the truss fabricator the truss design is initiated by the building designer who must specify the shape and span of

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web 10 24 where is the width of the gusset plate and tg1 is defined as follows 10 25 view chapter truss bridges weiwei lin teruhiko yoda in bridge engineering 2017 8 4 4 design of truss members for modern truss bridges gusset plate connection not pinned connection is generally used

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web jun 3 2018 in design of gusset plates where centerline of all members attached to the gusset plate pass through one point creating a concentric joint in order to achieve better seismic behavior higher ductility and smaller gusset plates the use of eccentric gusset connections shown in figure

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web apr 15 2023 this so called whitmore effective width theory has been proven to be appropriate for the design of steel gusset plate connections in this study the validity of similar design criteria is evaluated on the failure onset of birch plywood gusset plates in the constructed glulam frames

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web oct 3 2007 design of nailed and glued plywood gussets for lumber rigid frames by curtis j o james owen publication date 1960 topics lumber wooden frame buildings publisher urbana ill university of illinois agricultural experiment station *plywood gusset plates on lumber rafters wood design and* - Dec 12 2022

web mar 29 2008 i have been asked by a manufactured housing company to design a plywood gusset plate for a rafter not a truss the rafter is 12 12 and spans 7 its a small module when designing a gusset plate for a truss you don t usually take moments into account as the members of a truss are analyzed for tension compression forces only *gusset plate design pdf document* - Aug 08 2022

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web oriented strand board osb or plywood gusset plates osb plywood gusset plates are much more common when it comes to custom site built wooden trusses sizing and calculating the osb plywood gusset plate becomes easier as the values for osb and plywood can be found in the national design specification for wood construction

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web apr 7 2021 find local contractors what is a gusset a plywood gusset is meant to replace rafters in the modern roofing system they are generally the same concept support across the entire space of the roof to create structural stability rafters are fine for this purpose but they tend to be more expensive than plywood gussets why go with

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web gussets of plywood oriented strand board o s b plywood and o s b are generally interchangeable the american plywood association s apa panel design figure 1 a typical damaged joint notice the connector plate teeth have pulled out of the lumber on the right side of the joint and one web is split along the grain also note the mud on the

**tutorial 2 timber truss apex with plywood gusset plates** - Apr 16 2023

web the connection will be made with gusset plates of finnish birch plywood with a thickness of 12 mm the gusset plate has a clear coverage of 250 mm in the rafters and 100 mm in the post figure 1 the face grain is horizontal to the connection figure 1 members to be connected the fasteners that will be used are nails with a tensile strength

wood gusset connected trusses wgc trusses medeek forum - Apr 04 2022

web jun 28 2018 the plywood or osb thickness will be 3 8 7 16 15 32 19 32 23 32 giving this even more thought it would seem that certain gusset thicknesses and nail combinations would not be optimal if the possibility for clinching and double shear is not possible

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web aug 3 2015 the original design is for locally fabricated trusses using 1 2 plywood gussets with 8d nails set 2 on center the first side i set the nails on a slight angle so it didn t penetrate the back side of the 2x truss material the plans called for construction adhesive on the gusset truss interface

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web may 1 2015 while it is possible to use metal plates for gussets in making homemade trusses most people use plywood not only are plywood gussets easier to work with than metal ones they can be easily customized when using metal plates for gussets you are limited to the sizes available at your lumberyard

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that the sequence converges

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