



# 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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