PECK SLIP
SCHOOL ★ P.S.343

4th Grade Progress Report
2017-2018

Student: Teacher:

March comments:

Number of absences to date: Number of latenesses to date:

June comments:

Number of absences for the year: Number of latenesses for the year:

A note to families: The goals set out in the Reading, Writing, Word Study and Math portions of this report reflect the standards students are expected to meet by the end of the school year in June. While some students may meet or exceed some goals before June, it will be normal for most students not to meet these goals until June. Please feel free to contact your teacher with any questions or concerns you may have about your child's progress. In addition, please note that some of the goals are not covered in the March report because we have not yet reviewed the underlying subject matter in depth with students.

Social and Personal Growth

During 4th grade, students continue to work on being part of a larger community with rules, in which they can make their own decisions, respect the rights and opinions of others, build self-confidence while understanding the importance of rules and authority, and work and play cooperatively in a safe learning environment. They continue to learn more about the world around them and how their family, home, and school are a part of it. And they continue to take on more responsibility, act more independently, and understand better that their actions have consequences. Goals that are particularly valued by middle schools are highlighted below.

R= Rarely S= Sometimes

M= Mostly AA= Almost Always

	March				June			
	R	**S**	**M**	**AA**	**R**	**S**	**M**	**AA**
Adjusts to new situations and changes in routines easily								
Treats adults respectfully and positively								
Relationships with peers:								
• Forms appropriate relationships with peers								
• Demonstrates consideration and caring for others								
• Uses appropriate words and tones with others								
• Resolves conflicts constructively								
• Expresses feelings and opinions appropriately								
Takes responsibility for actions								
Seeks help when needed								
Transitions well from one activity to another								
Handles classroom routines independently								
Respects school rules and collaborates with others								

Approach to Learning: Work Habits

Underlying the learning activities at Peck Slip is a spiraling learning process in which children imagine what they want to do, create a project based on their ideas, work with their creations, share their ideas and creations with others, and reflect on their experiences—all of which leads them to imagine new ideas and new projects. In doing so, they develop and refine their abilities to think creatively and work collaboratively. To participate fully in this process, students develop a positive approach to learning.

Goals that are particularly valued by middle schools are highlighted below.

R= Rarely **S= Sometimes**

M= Mostly **AA= Almost Always**

	March				June			
	R	**S**	**M**	**AA**	**R**	**S**	**M**	**AA**
Takes responsibility for belongings								
Treats classroom and school property with care								
Follows directions and begins work promptly								
Stays focused, works independently and manages time well.								
Works productively with partners								
Willing to persevere with challenging tasks								
Shares relevant information, questions, and opinions in class discussions								
Communicates ideas clearly								
Listens and responds well to others								
Shows interest in group discussions								

Content Studies

To focus and provide a context for their activities, the 4th grade participates in two content studies. Students go on field trips, record observations, create non-fiction materials, and apply what they've learned. We believe that learning in all subjects is enriched by its connection to a central topic.

R= Rarely **S= Sometimes**

M= Mostly **AA= Almost Always**

	March				June			
	R	S	M	AA	R	S	M	AA
Gathers, interprets, and uses different forms of evidence								
Demonstrated understanding of how events, and causes and effects, are related chronologically								
Compares multiple perspectives								
Identifies how environments and human activities affect one another								
Distinguishes types of resources, goods, and services that affect the economy								
Understands role of tolerance in community and government								

Reading

In 4th grade, students build important reading skills. They decode more complex words, and focus on reading with sufficient accuracy and fluency to support comprehension. They think and talk about what they read in a variety of articles, books, and other texts. They describe characters in stories and how their actions contribute to events, and determine and recount the central message of the story. They read informational texts and answer questions about what they've learned, referring to information from words and illustrations to support their answers. Students read (and are read to in) a variety of genres, including fiction, non-fiction, and poetry, and discuss their reading with partners and in small and large groups.

B= Below **A= Approaches**

M= Meets **E= Exceeds Grade Standards**

	March				June			
	B	A	M	E	B	A	M	E
Reads at grade level								
Reads grade-level texts with fluency (speed, accuracy, rhythm, stress and intonation)								
Shows understanding of craft and structure								
Shows understanding of key ideas and details in a text								
Integrates knowledge and ideas from multiple sources								
Responds to literature by making connections outside the text to own experiences and world								

Writing

In 4th grade, students continue to work on a variety of opinion, informative and explanatory texts, and personal narratives. They pay more attention to organizing information, developing ideas, and supporting their ideas with facts, details, and reasons. They write stories with dialogue and descriptions of characters' actions, thoughts, and feelings; they gather information from books and articles to build understanding of a topic; and they write research or opinion papers over extended periods of time. During writing workshop, they are exposed to models of writing, and are then given the time to write independently and the opportunity to share their work with their classmates. Content studies are a major resource for their work. They continue to use the writing process—planning, drafting, revising, editing, and publishing—to pace and structure their work.

B= Below **A= Approaches**

M= Meets **E= Exceeds Grade Standards**

	March				June			
	B	**A**	**M**	**E**	**B**	**A**	**M**	**E**
Writes a variety of texts with appropriate development and organization of paragraphs								
Responds to comments and suggestions and revises and publishes								
Researched to build and present knowledge								
Creates and presents a response to literature								

Word Study (Spelling, Grammar, and Vocabulary)

Our word study program develops and teaches independence and confidence in writing and speaking. 4th grade students make regular use of capitalization and punctuation conventions for sentences. They use learned spelling patterns when writing words, and study frequently occurring irregular words. They use verb tenses to convey a sense of time, and frequently occurring adjectives, conjunctions and prepositions to add detail to their writing and create compound sentences. They continue to expand their vocabulary through using clues to the meaning of unknown words and distinguishing shades of meaning among similar terms. They consult reference materials as needed to check and correct spelling.

B= Below **A= Approaches**

M= Meets **E= Exceeds Grade Standards**

	March				June			
	B	**A**	**M**	**E**	**B**	**A**	**M**	**E**
Shows grade appropriate command of conventional capitalization, punctuation and spelling								
Shows grade-appropriate command of conventional grammar and usage								
Acquires and uses grade-appropriate vocabulary								

Math

In 4th grade, there are three critical areas in math. Students develop understanding and fluency with multi-digit multiplication and division. They develop an understanding of fraction equivalence, addition and subtraction of fractions with the same denominators, and multiplication of fractions by whole numbers. And they learn that geometric figures can be analyzed and classified based on properties like parallel sides, perpendicular sides, particular angle measures, and symmetry. Students work independently and with partners to solve problems and explain their thinking, and explore mathematical ideas through a variety of games and reasoning activities. In math, fluency means demonstrating accuracy, flexibility, and efficiency.

B= Below **A= Approaches**

M= Meets **E= Exceeds Grade Standards**

	March				June			
	B	**A**	**M**	**E**	**B**	**A**	**M**	**E**
Fluently adds multi-digit numbers using multiple strategies, including standard algorithm								
Fluently subtracts multi-digit numbers using multiple strategies, including standard algorithm								
Multiplies two 2-digit numbers								
Divides numbers up to four digits by a one-digit number								
Represents and solves multi-step word problems involving the four operations								
Understands fraction equivalence and multiplies fractions by whole numbers								
Classifies two-dimensional shapes by properties of their lines and angles								
Solves problems involving measurement of distances, intervals of time, liquid volumes, masses of objects and money								
Represents and interprets data using line plots								