

## Grade 4 Report Card Rubric - Parent Edition

The performance levels below are used to reflect the learner's progress towards meeting each Standard.

The levels are:			
3	The learner is meeting grade level expectations for this point in the school year. Performance is characterized by thorough understanding of concepts and skills.		
2	*The learner is progressing toward grade level expectations for this point in the school year. Performance is characterized by the ability to apply skills expected at this point in the school year with increasing success. Performance varies regarding accuracy, quality, and level of support needed.		
1	**The learner is not yet meeting grade level expectations for this point in the school year. At this time performance does not yet demonstrate understanding of basic concepts and skills expected at this point in the school year. Performance is inconsistent even with guidance and support.		
Not assessed during the trimester.			
<i>*Prompting and Support: The student needs guidance and support to successfully engage in tasks aligned to this standard. The teacher asks questions and offers prompting and feedback to help the student engage appropriately and effectively with tasks, and to successfully complete tasks.</i>			
<i>**With Teacher Assistance: The teacher has to physically or verbally assist the student in order for the student to engage successfully in tasks aligned to this standard.</i>			

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## SOCIAL/EMOTIONAL DEVELOPMENT

	Trimester 1	Trimester 2	Trimester 3
<b>Learners will be able to use verbal and nonverbal language to express emotions.</b>			
<b>3</b>	Learners will independently be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex (embarrassed, bored, remorse, frustrated, jealousy, guilt, worry, pride) emotions.		
<b>2</b>	With prompting and support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.		
<b>1</b>	With individualized teacher support learners will be able to use verbal and nonverbal language to demonstrate a variety of basic (mad, sad, happy) emotions.		
<b>Learners will be able to use strategies to manage emotions.</b>			
<b>3</b>	Learners will independently be able to demonstrate a variety of strategies to manage strong emotions.		
<b>2</b>	With prompting and support learners will be able to demonstrate a variety of strategies to manage strong emotions.		
<b>1</b>	With individualized teacher support learners will be able to demonstrate a variety of strategies to manage strong emotions.		

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<b>Learners will show empathy toward others.</b>			
	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>3</b>	Learners will independently be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.		
<b>2</b>	With prompting and support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.		
<b>1</b>	With individualized teacher support learners will be able to identify how others are feeling based on their verbal and nonverbal cues, and respond with compassion.		
<b>Learners will be able to identify and describe their strengths.</b>			
<b>3</b>	Learners will independently be able to identify and describe skills and activities they do well and those for which they need help.		
<b>2</b>	With prompting and support learners will be able to identify and describe skills and activities they do well and those for which they need help.		
<b>1</b>	With individualized teacher support learners will be able to identify and describe skills and activities they do well and those for which they need help.		
<b>Learners will be able to identify and describe challenges and self-advocate.</b>			
<b>3</b>	Learners will independently be able to identify and describe their independent thoughts and self-advocate.		
<b>2</b>	With prompting and support learners will be able to identify and describe their independent thoughts and self-advocate.		
<b>1</b>	With individualized teacher support learners will be able to identify and describe their independent thoughts and self-advocate.		

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	Trimester 1	Trimester 2	Trimester 3
<b>Learners will be able to set goals for success.</b>			
<b>3</b>	Learners will independently be able to identify simple goals for personal and academic success.		
<b>2</b>	With prompting and support learners will be able to identify simple goals for personal and academic success.		
<b>1</b>	With individualized teacher support learners will be able to identify simple goals for personal and academic success.		
<b>Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</b>			
<b>3</b>	Learners will independently be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.		
<b>2</b>	With prompting and support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.		
<b>1</b>	With individualized teacher support learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.		
<b>Learners will be able to understand and reflect on the perspective of others.</b>			
<b>3</b>	Learners will independently be able to understand and reflect on the perspective of others.		
<b>2</b>	With prompting and support learners will be able to understand and reflect on the perspective of others.		
<b>1</b>	With individualized teacher support learners will be able to understand and reflect on the perspective of others.		



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Art			
	Trimester 1	Trimester 2	Trimester 3
<b>CREATE: Utilize a variety of materials to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.</b>			
3	Utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.		
2	With prompting and support, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.		
1	With teacher assistance, utilize a variety of materials (both two dimensional and three dimensional) to create a work of art that demonstrates developmentally appropriate craftsmanship.		
<b>RESPOND: Verbally and/or visually describe design elements, details, subject matter, and the context of an artwork.</b>			
3	The learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.		
2	With prompting and support, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.		
1	With teacher assistance, the learner can verbally and/or visually describe design elements (line, shape, color, texture, and pattern), details, subject matter, and the context of an artwork.		

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Music			
	Trimester 1	Trimester 2	Trimester 3
<b>Standard 1: Perform: Student demonstrates understanding and applies music concepts through singing, instrument playing, reading, and movement.</b>			
3	Student independently, consistently, and accurately demonstrates a variety of developmentally appropriate musicianship skills such as singing tunefully, playing instruments, reading notation systems, and moving to music.		
2	Student demonstrates growth toward independence and consistency in developmentally appropriate musicianship skills such as singing tunefully, playing instruments accurately, reading from notation systems, and moving to music.		
1	With guidance, student participates in listening and/or musicianship activities such as singing, playing instruments, gathering information from notation, and moving to music.		
<b>Standard 2: Create: Student generates and refines musical ideas such as rhythmic/melodic phrases or expressive movement.</b>			
3	Student independently, consistently, and accurately applies targeted music concepts through improvisation, composition, or creative movement.		
2	With prompting and support, student applies targeted music concepts through improvisation, composition, or creative movement.		
1	With guidance, student engages in or experiences creative musical ideas through improvisation, composition, or creative movement.		

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<b>Standard 3: Ensemble Skills: Student actively and appropriately contributes to collaborative music making and learning.</b>			
	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>3</b>	Student independently and consistently performs to their highest ability, responds to feedback regarding personal performance, holds themselves accountable to enhance group success, and shows care for materials.		
<b>2</b>	With prompting and support, student performs as part of an ensemble, responds to feedback regarding personal performance, contributes to group success, and shows care for materials.		
<b>1</b>	With guidance, student performs as part of an ensemble.		
<b>Physical Education</b>			
<b>Standard 1: The student can demonstrate competency in a variety of movements during physical activity.</b>			
<b>3</b>	Learner can independently demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).		
<b>2</b>	Learner can demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills) with occasional verbal cues and reminders.		
<b>1</b>	Learner needs frequent cue reminders and sometimes physical assist to demonstrate locomotor skills with proper form (hop, gallop, jog, slide, etc.), can support and maintain balance, and can perform different manipulative skills (underhand throw, overhand throw, dribble, catch, kick, strike, jump rope skills).		



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<b>Standard 2: The student can apply different movement concepts, strategies and tactics related to the game to increase performance.</b>			
	<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>3</b>	Learner can independently move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.		
<b>2</b>	Learner can move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities with occasional verbal cues and reminders.		
<b>1</b>	Learner needs frequent cue reminders and sometimes physical assist to move at a variety of speeds, apply different levels of force, and move safely in personal and general space so they can be successful in different physical activities.		
<b>Standard 4: The student can display responsible personal and social behaviors that respects self and others and why it is important.</b>			
<b>3</b>	Learner can independently accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment.		
<b>2</b>	Learner can accept personal responsibility, follow classroom protocols, show confidence in their and other's abilities, and show respect for self, others, and equipment with occasional verbal cues and reminders.		
<b>1</b>	Learner needs frequent reminders and verbal cues to help them to accept personal responsibility, follow classroom protocols, show confidence in their and others abilities, and show respect for self, others, and equipment.		