

# Hillsdale Public Schools

Student:  
Grade: 04 YEAR: 2016-2017

Hillsdale, New Jersey  
Report Card Grade 04

School:  
Teacher:

PERFORMANCE LEVEL INDICATORS	BEHAVIORS THAT SUPPORT LEARNING															
<p><b>4 = Exceeds grade level expectations</b> - Extends key concepts, processes and skills. Independently and consistently works beyond stated grade-level benchmarks.</p> <p><b>3 = Meets grade level expectations</b> - Consistently grasps and applies key concepts, processes and skills. Successfully meets grade-level benchmarks.</p> <p><b>2 = Approaching grade level expectations</b> - Beginning to grasp and apply key concepts, processes and skills. Progressing toward grade-level benchmarks.</p> <p><b>1 = Below grade level expectations</b> - Not grasping key concepts, processes and essential skills. Area of concern that may require support.</p> <p><b>N/A</b> = Not assessed at this time</p>	<p><b>O = (Outstanding)</b> - Student displays outstanding skill and aptitude in this area; demonstrates ability beyond grade level</p> <p><b>S = (Satisfactory)</b> - Student is performing in accordance with grade level expectations</p> <p><b>I = (Inconsistent)</b> - Student displays inconsistent performance</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 40%;">Attendance</th> <th style="width: 10%;">MP1</th> <th style="width: 10%;">MP2</th> <th style="width: 10%;">MP3</th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;"><b>Absent:</b></td> <td style="text-align: center;">1</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: right;"><b>Tardy:</b></td> <td style="text-align: center;">1</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	Attendance	MP1	MP2	MP3	Total	<b>Absent:</b>	1			1	<b>Tardy:</b>	1			1
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Marking Period:	1	2	3
<b>Reading</b>			
Independent Reading Level			
Reads with literal comprehension: (e.g., main idea, retelling, summarizing)			
Reads with inferential comprehension: (e.g., inferences, predictions, conclusions, supports with evidence)			
Knows and applies grade-level phonics and word analysis skills in decoding and encoding words			
Reads with fluency (expression, rate, phrasing, accuracy)			
Demonstrates stamina during independent reading			
Meaningful written responses that include supportive evidence from the text			
Uses reader's notebook, mini lessons, and conferences as tools to develop reading ability			
Demonstrates knowledge of spelling patterns			
<b>Writing</b>			
Applies spelling patterns			
Applies rules of grammar, usage, and mechanics			
Writes with organization, focus and clarity			
Elaborates by using details and descriptions			
Uses writer's notebook, mini-lessons, and conferences as tools to develop writing ability.			
Demonstrates stamina in independent writing			
Shows evidence of revision			
Applies handwriting skills to write legibly			
Applies writing skills across the curriculum			
<b>Math</b>			
<b>Operations and Algebraic Thinking</b>			
Demonstrates fluency and accuracy with basic math facts in multiplication and division			
Identifies factor pairs and multiples for all whole numbers to 100			
Uses the operations with whole numbers to solve word problems			
<b>Number and Operations in Base Ten</b>			
Uses place value understanding to round and compare multi-digit whole numbers			
Performs operations with multi-digit whole numbers			
<b>Number and Operations - Fractions</b>			
Generates, compares and explains fractions and their equivalents			
Adds, subtracts and multiplies fractions with like denominators			
Compares, converts and adds decimal fractions			
<b>Measurement and Data</b>			
Solves problems involving measurement and conversion of measurements			
Represents and interprets data			
<b>Geometry</b>			
Draws, measures and identifies lines and angles			
Classifies shapes by properties of lines and angles			
Recognize lines of symmetry within a given figure.			
<b>Science</b>			
Demonstrates knowledge of facts and understanding of concepts			
Uses scientific terms and vocabulary accurately and appropriately			
Applies knowledge to solve scientific investigations			

Marking Period:	1	2	3
<b>Social Studies</b>			
Demonstrates knowledge of facts and understanding of concepts.			
Applies knowledge to classroom discussions and activities			
Response to informational text is reflective and supportive by evidence			
<b>Art</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Computers/Technology</b>			
Participates with effort, cooperates, and follows directions			
Demonstrates an understanding of concepts and skills			
<b>Media</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Music</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Physical Education</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Health</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>World Language</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Behaviors that Support Learning</b>			
<b>Listening and Speaking</b>			
Expresses ideas clearly, effectively, and builds on the ideas of others			
Demonstrates listening skills for information and understanding			
Paraphrases key information presented in various forms and subject areas			
<b>Work and Study Skills</b>			
Follows classroom routines and procedures			
Follows directions (oral and written)			
Works independently			
Makes effective use of time			
Maintains attention to teacher-directed lessons			
Is organized and has needed materials			
Comes prepared with completed homework			
Completes classwork			
Demonstrates effort and perseverance			
Participates in class			
<b>Social Skills</b>			
Follows rules (classroom and school)			
Displays respect for others			
Demonstrates self-control			
Works collaboratively			
Accepts responsibility			

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## 1st Marking Period Comments

## 2nd Marking Period Comments

## 3rd Marking Period Comments