


Student Name _____ Homeroom Teacher(s) _____ General Music Teacher _____ PE Teacher _____ Year _____ Grade: 4 School <input type="checkbox"/> GPES <input type="checkbox"/> LWES <input type="checkbox"/> RCES <input type="checkbox"/> SLES <input type="checkbox"/> Student is recommended for placement in grade 5. <input type="checkbox"/> Summer School Recommended				TAHOMA SCHOOL DISTRICT NO. 409 MAPLE VALLEY, WASHINGTON GRADE FOUR REPORT CARD									ATTENDANCE			1	2	3
						Days Tardy												
						Days Present												
						Days Absent												
						SPECIAL SERVICES												
						RAP												
						Special Education:												
						Other:												
									1	2	3							
READING			WRITING			MATHEMATICS												
Effort			Effort			Effort												
EALR #1: APPLIES SKILLS AND STRATEGIES			EALR #1: WRITES CLEARLY AND EFFECTIVELY			EALR #1: APPLIES BASIC SKILLS												
Applies word recognition strategies			Concept and Design (Ideas and Organization)			Computation												
Applies vocabulary strategies			Style (Voice, Word Choice, Sentence Fluency)			Math Facts + - × ÷												
Demonstrates fluency			Conventions (Mechanics)			Addition Strategies												
EALR #2: COMPREHENDS TEXT			Spelling			Subtraction Strategies												
Understands ideas and details			Applies spelling correctly in writing			Multiplication Strategies												
Thinks critically about text			EALR #2: WRITES FOR VARIOUS PURPOSES			Number Sense/Place Value												
EALR #3: READS FOR A VARIETY OF PURPOSES			Reports			Measurement												
Selects and reads fiction			Imaginative Writing			Geometry												
Selects and reads non-fiction			Letter Writing			Probability and Statistics												
EALR #4: SETS GOALS AND EVALUATES PROGRESS			Other:			Algebra												
Shares responses to reading			EALR #3: USES THE WRITING PROCESS			EALR #2: SOLVES PROBLEMS												
Assesses strengths and needed improvements			Pre-Writing			Uses multiple strategies												
Sets reading goals			Drafting			Explains thought processes												
COMMUNICATION			Revising			Arrives at accurate solutions												
Effort			Editing			EALR #3: REASONS MATHEMATICALLY												
EALR #1: LISTENS AND OBSERVES			Publishing			Applies estimation strategies												
Attends			EALR #4: ANALYZES AND EVALUATES OWN WORK			Checks reasonableness of solutions												
Takes notes			Self-Assessment			EALR #4: COMMUNICATES MATHEMATICAL IDEAS												
Uses discussion skills			Peer Editing			Collects and organizes information												
EALR #2: SPEAKS CLEARLY AND EFFECTIVELY			ART: Effort			Displays information using charts and graphs												
Speaks with clarity			Uses a variety of materials			Interprets and explains data												
Makes effective presentations			GENERAL MUSIC: Participates appropriately			EALR #5: CONNECTS MATHEMATICS TO OTHER SUBJECTS AND TO LIFE												
EALR #3: WORKS WITH OTHERS			Demonstrates understanding of content and skills			Applies technology (calculators)												
Contributes to the group			PHYSICAL EDUCATION: Participates appropriately			Uses tools (i.e. protractor, compass, ruler)												
Listens and encourages			Demonstrates understanding of content and skills			Explains various math applications												
EALR #4: ANALYZES AND EVALUATES OWN WORK			SCIENCE: Effort															
Critiques own work			Content and Skills															
Offers and accepts appropriate feedback			SOCIAL STUDIES: Effort															
			Content and Skills															

Student Name:		
Unit 1: Washington State History	Unit 2: Asia	Unit 3: Astronomy
Students explore the geography, history, and environment of Washington State in order to practice the skills of self-directed learners and community contributors working to improve the quality of life in our statewide community today. The thinking skill of finding evidence is taught and assessed, and the thinking behaviors of risk-taking, persistence, attending, and deliberativeness are emphasized. The science component is forest ecology . As part of the literacy program, students learn and practice descriptive writing and participate in a class novel study as well as self-selected novels for a reader's workshop.	Students study the geography and cultures of Asia in order to discover our Washington State connections and to practice the skills of effective communicators and collaborative workers . The thinking skill of summarizing is taught, applied in country studies, and assessed. The thinking behaviors of inquisitiveness, originality, inferring, and empathy are emphasized. The science component is Pacific Rim geology , with earthquakes and volcanoes being the major topics. Components of the reading program include a Reader's Workshop on Asia with application of reading strategies.	Through a study of astronomy , students explore the vast community of our universe, including the solar system, heavenly bodies, and light. The scientific method is emphasized as students conduct and present inquiry investigations to better understand scientific concepts related to astronomy. The thinking skill of main idea is taught, applied to paragraph writing, and assessed. Students participate in a reader's workshop focused on science fiction as a part of their reading program. Throughout the unit, a variety of thinking skills and behaviors are applied with opportunities for student self-reflection. Students practice the district goals of becoming complex thinkers and quality producers through their science investigations.
Comments:	Comments:	Comments:

OUTCOMES AND INDICATORS: GRADE FOUR

+ = Exceeds expectations ✓ = Meets expectations – = Needs improvement ☐ Not Evaluated

	1	2	3		1	2	3
SELF-DIRECTED LEARNER				QUALITY PRODUCER			
Works independently				Sets and achieves high standards			
Follows directions				Creates aesthetically pleasing products			
Completes work on time (classwork/homework)				Demonstrates originality			
Stays on task				Demonstrates proficiency in using a variety of materials			
COLLABORATIVE WORKER				EFFECTIVE COMMUNICATOR			
Works well with others				Clearly communicates ideas in writing			
Cooperates				Uses a variety of presentation forms, i.e., visual, musical, dramatic			
Respects rights and properties of others				Applies technology as a communication tool			
Practices self-discipline				Adapts to diverse audiences			
COMMUNITY CONTRIBUTOR				COMPLEX THINKER			
Participates in class activities				Self-reflects			
Contributes to discussions				Revises and refines			
Helps with service projects				Applies thinking behaviors			
Cares for the classroom and school environment				Applies thinking skills			

1. Parent Signature _____

2. Parent Signature _____