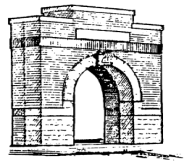


Student Name:
 Homeroom Teacher:
 School Year: 2021-22
 Grade: 4

Glenbrook Elementary School
 145 W. Green Bay St.
 Pulaski, WI 54162
 Principal: Kurtis Sufka



Grade Mark Legend	
4 =	Exceeding the grade level standard or expectation. Producing quality work consistently.
3 =	Meeting the grade level standard or expectation. Producing quality work.
2 =	Progressing toward the grade level standard or expectation. Producing the required grade level work with teacher direction and assistance.
1 =	Beginning to develop the grade level standard or expectation. Not yet able to produce required grade level work.
IE =	Insufficient evidence
* =	Not assessed at this time

Lifelong Learning Skills	S1	S2
COLLABORATION/TEAMWORK: Works cooperatively with peers and adults in social and academic settings		
COLLABORATION/TEAMWORK: Actively engages in the learning environment		
COLLABORATION/TEAMWORK: Respectfully demonstrates positive communication through listening and sharing		
RESPONSIBILITY/ACCOUNTABILITY: Communicates their needs to support their learning		
RESPONSIBILITY/ACCOUNTABILITY: Produces quality work that demonstrates growth in concepts and skills		
RESPECT: Demonstrates respect to self, others and property		
PROBLEM SOLVING/PERSEVERANCE: Demonstrates a growth mindset through perseverance, hard work and problem solving		
Literacy - Reading DISTRICT EXPECTATIONS	S1	S2
Foundational Skills: Knows and applies grade-level phonics and word analysis skills in decoding words		
Foundational Skills: Reads with sufficient accuracy and fluency to support comprehension		
Literacy - Reading	S1	S2
Comprehension: Applies a variety of strategies to identify main ideas and details		
Comprehension: Makes connections between self and text, text to text, and text to world		
Analyzing Text: Rephrases the main idea and theme of a passage		
Analyzing Text: Can compare and contrast themes and points of views across texts		
Evaluate/Extend Text: Makes inferences by drawing details and examples from text		
Evaluate/Extend Text: Reads and comprehends informational texts		
Evaluate/Extend Text: Explains author's purpose in a text		
Literacy-Reading	S1	S2
Grade Level Reading Expectation (Guided Reading Level)		

Literacy - Writing and Language	S1	S2
Introduction: Can write a lead that introduces opinion or topic or situation/characters		
Structure: Paper has an organizational structure (grouped paragraphs) or a sequence that unfolds naturally		
Content: Supplies reasons, facts, details, definitions, or dialogue to support their writing		
Transition: Uses grade-level transition words, phrases, and linking words		
Conclusion: Provides a conclusion that relates to their opinion, information, or events in their writing		
With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing		
With some guidance and support from adults, uses technology to produce and publish writing as well as to interact and collaborate with others		
Conducts short research projects that build knowledge through investigation of different aspects of a topic		
Recalls relevant information from experiences or gather information from print and digital sources; takes notes and categorizes information, and provides a list of sources		
Draws evidence from literary texts to support analysis and reflection		
Draws evidence from informational texts to support analysis, reflection, and research		
Writes routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences		
Vocabulary: Determines the meaning of words and phrases as they are in text		
Conventions: Demonstrates command of the conventions of standard English grammar and usage when writing or speaking		
Conventions: Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing		
Conventions: Uses spelling patterns and generalizations in writing words		
Literacy - Speaking and Listening	S1	S2
Speaks clearly with an appropriate volume and pace in an organized manner		
Engages effectively in a range of collaborative discussions with diverse partners, building on others ideas, and expressing their own clearly		

TEMPLATE

Information Literacy	S1	S2
Types 20-25 words per minute		
Has adopted the proper ergonomic behaviors most of the time		
Demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single setting		
Types with 80%-89% accuracy		
Mathematics	S1	S2
Operations and Algebraic Thinking		
Number and Operations in Base Ten		
Number and Operations - Fractions		
Measurement and Data		
Geometry		
Makes sense of problems and perseveres in solving them		
Constructs viable arguments and critiques the reasoning of others		
Attends to precision		
Basic Math Fact Skills: Fluently multiplies and divides within 100		
Basic Math Fact Skills: Fluently extends and applies multiplication facts beyond 100		
Basic Math Fact Skills: Fluently extends and applies division facts beyond 100		
Science	S1	S2
Demonstrate knowledge, skills and concepts taught in Life Science Kit: How can animals use their senses to communicate?		
Demonstrate knowledge, skills and concepts taught in Earth and Space Science Kit: What is our evidence that we live on a changing earth?		
Demonstrate knowledge, skills and concepts taught in Physical Science Kit: How does motion energy change in a collision?		
Students can apply the five step engineering design process (ask, imagine, plan, create and improve) through the Engineering is Elementary Kit: Alarming Idea		
Social Studies	S1	S2
Demonstrates knowledge of concepts taught in Wisconsin Citizenship/Government Unit		
Demonstrates knowledge of concepts taught in Early People of Wisconsin Unit		
Demonstrates knowledge of concepts taught in Cultural Diversity Unit		
Demonstrates knowledge of concepts taught in Geography Unit		
Health	S1	S2
Understands, explains, and practices healthy behaviors in relation to: Nutritional and Physical Activity		
Understands, explains, and practices healthy behaviors in relation to: Personal Health and Wellness		
Understands, explains, and practices healthy behaviors in relation to: Safety and First Aid		

Spanish	S1	S2
Presentational and Interpersonal - prepared speaking/writing and two way communication		
Interpretive - listening and reading		
Demonstrate knowledge of concepts taught: Spanish		
Lifelong Learning Skills Spanish	S1	S2
COLLABORATION/TEAMWORK: Uses communication skills to cooperate with others		
RESPONSIBILITY/ACCOUNTABILITY: Participates by putting forth best effort		
RESPECT: Demonstrates respect of self, others, ideas, and property		
PROBLEM SOLVING/PERSEVERANCE: Uses perseverance and flexibility to problem-solve		
Art	S1	S2
CREATE 1: Students can experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice.		
CREATE 2: Students can brainstorm, discuss, and sketch ideas to solve an art problem		
CREATE 3: Students can utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.		
PRESENT: Students can use art and design vocabulary to communicate ideas and artistic process through verbal and written descriptions.		
RESPOND 1: Students can describe details, subject matter, and the context of an artwork.		
RESPOND 2: Students can determine an artist's intent by identifying the details, subject matter, and context of an artwork.		
CONNECT: Students can explain how art and design are used to communicate ideas, beliefs, and values of groups and individuals.		
Lifelong Learning Skills Art	S1	S2
COLLABORATION/TEAMWORK: Uses communication skills to cooperate with others		
RESPONSIBILITY/ACCOUNTABILITY: Participates by putting forth best effort		
RESPECT: Demonstrates respect of self, others, ideas, and property		
PROBLEM SOLVING/PERSEVERANCE: Uses perseverance and flexibility to problem-solve		
Music	S1	S2
Performing: Singing (sings expressively, on pitch, independently, and in a group)		
Performing: Instrumental: (plays expressively rhythmic and melodic instruments independently, and in a group)		
Music Literacy: (reads and notates music)		
Responding to Music: (identifies and analyzes music elements)		
Creating Music: (composes and improvises music)		

Lifelong Learning Skills Music	S1	S2
COLLABORATION/TEAMWORK: Uses communication skills to cooperate with others		
RESPONSIBILITY/ACCOUNTABILITY: Participates by putting forth best effort		
RESPECT: Demonstrates respect of self, others, ideas, and property		
PROBLEM SOLVING/PERSEVERANCE: Uses perseverance and flexibility to problem-solve		
Physical Education	S1	S2
Combines movement and manipulative skills in small-sided games		
Demonstrates non-locomotor skills in a rhythmic pattern		
Completes fitness assessments and identifies areas needing improvement		
Applies simple offensive and defensive strategies in chasing and fleeing activities		
Lifelong Learning Skills Physical Education	S1	S2
COLLABORATION/TEAMWORK: Uses communication skills to cooperate with others		
RESPONSIBILITY/ACCOUNTABILITY: Participates by putting forth best effort		
RESPECT: Demonstrates respect of self, others, ideas, and property		
PROBLEM SOLVING/PERSEVERANCE: Uses perseverance and flexibility to problem-solve		

Comments: