LANCASTER
SCHOOL DISTRICT
ESTABLISHED 1885

"Where life's journey takes flight!"

Student Info	
Student ID	
Student Name	
Grade	4
Teacher	
Date	May 23, 2025

Purpose of Standards-Based Report Cards

Standards-based reporting focuses on how well students meet learning goals, not their overall performance. It gives clear feedback on strengths and areas to improve based on state grade-level standards. Academics and Learner Behaviors are separated into two different, but equally important reporting areas. This helps families and educators make better decisions to support their students individual needs.

Attendance	Q1	S1	Q3	S2
Days Absent	1	1	1	2
Days Present	42	84	46	85
Times Tardy	0	1	1	1
Days Enrolled	43	85	47	87

Scan the QR code or visit
https://www.lancsd.org/Page/3011
for more information about standards reporting.

Learner Behavior Indicators

Each behavior standard is marked with a letter that corresponds to a specific definition of performance

E - Excellent
G - Good
S - Satisfactory
N - Needs improvement
U - Unsatisfactory

Academic Achievement Indicators

Each academic standard is marked with a number that corresponds to a specific definition of performance

4 - Thorough Understanding and Application of: *grade level concept skills, complete Understanding, strong independent performance*

3 - Adequate Understanding and Application of: *of grade level concept skills, sufficient independent understanding*

2 - Partial Understanding and Application of: *grade level concept skills, beginning to grasp concepts/skills*

1 - Minimal Understanding and Application of: *concept skills that have been introduced*

NE - No Evidence of Understanding or Application of: *concept skills that have been introduced*

N/A or Gray Shading - Not Yet Introduced or Assessed

Learner Behavior		Q1	S1	Q3	S2
LB	**Learner Behavior**				
SDL	**Self Directed Learner**				
SDL.1*	Works independently	G	E	E	E
SDL.2*	Asks for help when needed	G	G	G	G
SDL.3*	Organizes workplace	G	G	G	G
SDL.4*	Uses materials properly	G	G	G	G
SDL.5*	Uses time wisely	G	G	G	G
SDL.6*	Follows school/classroom rules and directions	G	E	E	E
CC	**Community Contributor**				
CC.1*	Demonstrates empathy for others	G	G	G	G
CC.2*	Shows respect and appropriate behaviors in all areas of the school community	G	E	E	E
CC.3*	Collaborates productively with others	G	G	G	E
QP	**Quality Producer**				
QP.1*	Work quality demonstrates the individual's best effort	G	G	G	E
QP.2*	Completes work neatly	G	E	E	E
QP.3*	Works and monitors progress toward learning goals	G	G	G	G
Teacher Comments:					
XXXX demonstrated good growth on her iReady reading and math diagnostics. Good job! She puts forth a sincere effort and is a pleasure to have in class. Have a wonderful summer!					

Language Arts 4 |		Q1	S1	Q3	S2
RI.4	**Reading: Informational Text**				
RI.4.1*	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	2	2	3	3
RI.4.2*	Determine the main idea of a text and explain how it is supported by key details; summarize the text		3	3	3
RI.4.4*	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area			3	3
RI.4.9*	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably			3	3
RI.4.10*	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range		2	2	2
RL.4	**Reading: Literature**				
RL.4.1*	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	2	2	3	3
RL.4.2*	Determine a theme of a story, drama, or poem from details in the text; summarize the text		4	4	4
RL.4.4*	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)			3	3
RL.4.10*	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range		3	3	3
RF.4	**Reading: Foundational Skills**				
RF.4.4*	Read with sufficient accuracy and fluency to support comprehension		4	4	4
W.4	**Writing**				
W.4.1*	Write opinion pieces on topics or texts, supporting a point of view with reasons and information	2	2	2	2
W.4.2*	Write informative/explanatory texts to examine a topic and convey ideas and information clearly			3	3
W.4.3*	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences		4	4	4
W.4.8*	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources			4	4
W.4.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research			3	3
L.4	**Language**				
L.4.6*	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)		2	2	2
SL.4	**Speaking & Listening**				
SL.4.1*	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly		3	3	3

Mathematics 4		Q1	S1	Q3	S2
4.MD	**Measurement and Data**				
4.MD.1*	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table				4
4.MD.2*	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale				
4.MD.3*	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems		4	4	4
4.MD.5*	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement		3	3	3
4.MD.7*	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems				3
4.OA	**Operations and Algebraic Thinking**				
4.OA.2*	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison			3	3
4.OA.3*	Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity			3	3
4.OA.4*	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite	4	4	4	4
4.NBT	**Number and Operations Base Ten**				
4.NBT.1*	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right	4	4	4	4
4.NBT.3*	Use place value understanding to round multi-digit whole numbers to any place	4	4	4	4
4.NBT.5*	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models		3	3	3
4.NBT.6*	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models			2	2
4.NF	**Number and Operations- Fractions**				
4.NF .1*	Explain why a fraction a/b is equivalent to a fraction (n * a)/(n * b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions			2	2
4.NF .2*	Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions			2	2
4.NF .3*	Understand a fraction a/b with a > 1 as a sum of fractions 1/b				4
4.NF .4*	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number				4
4.NF .5*	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100				4
4.NF .6*	Use decimal notation for fractions with denominators 10 or 100				4
4.NF .7*	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions				4
4.G	**Geometry**				
4.G.2*	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles		3	3	3
4.G.3*	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry			4	4

Social Studies 4		Q1	S1	Q3	S2
HSS.4	**History- Social Science: California- A Changing State**				
HSS.4.0*	Students demonstrate/apply knowledge of grade level Social Studies content	3	3	3	3

Science 4		Q1	S1	Q3	S2
SEP	**Using the Disciplinary Core Ideas & Cross Cutting Concepts students demonstrate proficiency in the following Science and Engineering Practices**				
SEP.2*	Developing and using models	3	3	3	4
SEP.3*	Planning and carrying out investigations	3	3	4	4
SEP.6*	Constructing explanations and designing solutions	3	3	3	3
SEP.7*	Engaging in argument from evidence				

Physical Education 4		Q1	S1	Q3	S2
PE.6*	Demonstrates the skills and concepts of physical education		E	E	G
PE.7*	Shows respect and appropriate behaviors		E	E	G

English Language Development 4		Q1	S1	Q3	S2
P1*	Interacting in Meaningful Ways		3	3	3
P2*	Learning About How English Works		3	3	3