



# FRAMINGHAM PUBLIC SCHOOLS

# Elementary Report Card

School: [REDACTED]  
 Date: January 25, 2017  
 Teacher: [REDACTED]

Student: [REDACTED]  
 LASID: [REDACTED]  
 Grade: 04

Attendance	Term 1	Term 2
Absent	0	1
Tardy	0	0
Early Dismissal	0	0

### Approaches to Learning and Effort Indicators

- 4 - Student demonstrates skill/effort **consistently**
- 3 - Student demonstrates skill/effort **most** of the time
- 2 - Student demonstrates skill/effort **some** of the time
- 1 - Student requires on-going intervention
- X - Standard not addressed at this time

### Academic Performance Skills Indicators

- M** - Indicates that the student consistently and independently demonstrates **mastery of/proficiency** in the grade level standard
- P** - Indicates that the student is **progressing** toward consistent and independent mastery of/proficiency in the grade level standard
- B** - Indicates that the student is **beginning** to progress toward the grade level standard with additional time and support
- N** - Indicates that the student is **not yet demonstrating** progress toward the grade level standard
- X** - Standard not addressed at this time

PERSONAL AND SOCIAL GROWTH	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Works cooperatively in group settings		
Accepts responsibility for choices and behavior		
Interacts effectively with adults		
Interacts effectively with peers		
Adjusts to transitions and changes in routines		
Demonstrates responsibility for school and personal materials		
Exercises self-control in structured settings		
Exercises self-control in unstructured settings		
Self-advocates effectively		
Approaches to Learning	Term 1	Term 2
Demonstrates initiative; takes appropriate learning risks		
Listens attentively		
Works independently; makes effective use of time		
Participates effectively in class		
Follows directions		
Completes classroom assignments accurately and on time		
Completes homework assignments fully and on time		
Shows evidence of sustained effort		
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LITERACY	Performance Indicators	
Reading Literature & Informational Text	Term 1	Term 2
Summarizes important ideas and key details in a text		
Determines the theme of a text		
Makes logical inferences through critical reading and thinking		
Demonstrates an understanding of multiple text structures in fiction and non-fiction texts		
Integrates information from related texts		
Reads and comprehends a variety of genres		
Reads grade-level fictional and informational texts with purpose and understanding		
Reading Foundational Skills	Term 1	Term 2
Knows and applies grade-level phonics and word analysis skills		
Reads with sufficient accuracy and fluency to support comprehension		
Writing	Term 1	Term 2
Writes opinion pieces on topics or texts supporting a point of view with reasons and information		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly		
Writes narratives to develop real or imagined experiences and events using effective techniques, details, and clear event sequences		
Plans, drafts, revises, and edits to produce clear and coherent writing		
Plans for research by identifying topics and/or generating focus questions		
Gathers relevant information from multiple print and digital sources		
Writes with an understanding of various purposes and audiences		

# Elementary Report Card

**School:** Office of Technology

**Student:** Fake, Fake NMN

<b>Speaking and Listening</b>	<b>Term 1</b>	<b>Term 2</b>
Engages effectively in a range of discussions		
Identifies the evidence a speaker provides to support particular points		
Expresses ideas or recounts an experience in an organized manner with facts and descriptive details		
Speaks effectively, adapting speech to a variety of contexts and tasks		
<b>Language</b>	<b>Term 1</b>	<b>Term 2</b>
Uses knowledge of standard grammar and usage when writing or speaking (e.g., use of complete sentences, relative pronouns, prepositional phrases)		
Demonstrates command of the conventions of standard punctuation (e.g., capitalization, punctuation)		
Determines or clarifies the meaning of unknown words and phrases		
Spells high-frequency and studied words correctly, and uses learned spelling patterns when writing words		
Acquires and uses academic and content specific vocabulary		
Writes legibly by hand, in either print or cursive handwriting		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Reading		
Puts forth best effort in Writing		

<b>MATHEMATICS</b>	<b>Performance Indicators</b>	
<b>PRACTICE STANDARDS</b>	<b>Term 1</b>	<b>Term 2</b>
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
<b>CONTENT STANDARDS</b>	<b>Term 1</b>	<b>Term 2</b>
<b>Operations and Algebraic Thinking</b>	<b>Term 1</b>	<b>Term 2</b>
Solves word problems involving multiplication and division using a symbol for an unknown number		
Solves multi-step word problems using the four operations, including problems in which remainders have to be interpreted		
Demonstrates an understanding of factors and multiples		
Generates and analyzes number and shape patterns		
<b>Numbers and Operations in Base-Ten</b>	<b>Term 1</b>	<b>Term 2</b>

Demonstrates an understanding of place value of multi-digit whole numbers, including comparing and rounding multi-digit numbers		
Adds and subtracts multi-digit whole numbers using the standard algorithm fluently		
Knows multiplication facts and related division facts through 12x12		
Uses place value understanding and properties of operations to multiply 4-digit by 1-digit numbers and 2-digit by 2-digit numbers		
Uses place value understanding and properties of operations to divide 4-digit by 1-digit numbers		
<b>Numbers and Operations - Fractions</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates an understanding of fraction equivalence		
Compares two fractions with different numerators and denominators		
Adds and subtracts fractions and mixed numbers with like denominators		
Multiplies a fraction by a whole number		
Solves word problems involving multiplication of a fraction by a whole number		
Demonstrates an understanding of decimal notation and equivalencies for fractions with denominators of 10 and 100		
Compares decimals to the hundredths place		
<b>Measurement and Data</b>	<b>Term 1</b>	<b>Term 2</b>
Solves problems involving measurement and conversion of measurements within one system		
Applies the area and perimeter formulas for rectangles to real-life examples		
Represents and interprets data using line plots		
Demonstrates an understanding of angles and is able to measure angles using a protractor		
<b>Geometry</b>	<b>Term 1</b>	<b>Term 2</b>
Draws and identifies lines and angles in two-dimensional figures		
Classifies shapes by properties of their lines and angles		
Demonstrates an understanding of symmetry		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Mathematics		

# Elementary Report Card

**School:** Office of Technology

**Student:** Fake, Fake NMN

<b>SOCIAL STUDIES</b>	<b>Performance Indicators</b>	
<b>Social Studies Practices</b>	<b>Term 1</b>	<b>Term 2</b>
Asks pertinent questions about the content		
Gathers information from a variety of sources		
Makes reasonable hypotheses and draws conclusions from information		
Contributes to class discussions		
Reads and represents information on maps, globes, charts, graphs and timelines		
Demonstrates learning through discussion, drawing, writing or projects		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Social Studies		

<b>SCIENCE</b>	<b>Performance Indicators</b>	
<b>Scientific Practices</b>	<b>Term 1</b>	<b>Term 2</b>
Asks questions and defines problems		
Develops and uses models		
Plans and carries out investigations		
Analyzes and interprets data		
Uses mathematics and computational thinking		
Constructs explanations and designs solutions		
Engages in arguments from evidence		
Obtains, evaluates, and communicates information		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Science		

<b>PHYSICAL EDUCATION</b>	<b>Performance Indicators</b>	
<b>Pro Social Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates respect towards teachers and classmates, self control of body, voice, and personal space.		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates age-appropriate movement/motor concepts and manipulative skills		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates sportsmanship and participates fully and cooperatively		

<b>ART</b>	<b>Performance Indicators</b>	
<b>Personal and Social Growth</b>	<b>Term 1</b>	<b>Term 2</b>
Exhibits appropriate classroom behavior		
Contributes respectfully		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Art		

<b>MUSIC</b>	<b>Performance Indicators</b>	
<b>Personal and Social Growth</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates self-control of body, voice, and personal space		
Contributes respectfully		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Recognizes and performs rhythmic and melodic patterns alone and with others		
Maintains independence while singing and playing instruments with others		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts for best effort in Music		

**FRAMINGHAM PUBLIC SCHOOLS  
COMMENT SHEET  
2016-2017**

**Student:** Fake, Fake NMN

**School:** Office of Technology

**Teacher:** Arms, M; Wong, A

**Date:** January 25, 2017

**Boxes with the denotation of “X” indicate that the standard has not yet been formally assessed. This mark is a result of ongoing upgrades within the district curricula and the introduction of the new standards-based report card. This “X” in no way reflects your child’s performance for the current school year.**

**Semester 1:**

**Semester 2:**

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**Teacher Signature**