



## I-CANYONS Report Card

### 2015 - 2016

#### Student Information

Student Name: **REPORT TEST**  
 Student ID: 9624059  
 Academic Year: 2015-16  
 Grade: 04

#### School Information

School:  
 Principal:  
 Phone #:  
 Teacher:

#### Attendance

	PR1	PR2	EYS
Days in Term	0	0	0
Absent	0	0	0
Tardy	0	0	0

#### Key

PR1 : Progress Report 1  
 PR2 : Progress Report 2  
 EYS : End of Year Summary

#### Learning Skills Legend

**C = Consistently      U = Usually      S = Sometimes      R = Rarely**

#### Learning Skills

- Actively engaged in learning
- Respects rights, opinions, and property of others
- Cooperates with others
- Follows rules and procedures
- Completes tasks on time
- Works well independently
- Listens

**PR1      PR2      EYS**

	PR1	PR2	EYS

#### Parent Information

This Report Card is designed to communicate about student:

- Mastery of academic standards in language arts, math and science;
- Demonstration of Learning Skills that support academic success; and
- Growth over time on grade-level benchmarks in reading and math.

Mastery of the standards is achieved when students demonstrate that they can apply acquired knowledge and skills consistently over time to support future learning.

Students will demonstrate their application of skills and understanding through class assessments, assignments, projects, and other indicators.

On the back page of this Report Card you will find the standards students will be taught and expected to master by the end of the year. Your child's progress toward mastery will be reported in November and March. The end of year summary in June will report if mastery has been achieved.

#### Clarifying Remarks (optional)

**Progress Report 1 (PR1) & Progress Report 2 (PR2)**

3 : On Track at this Time - Student is on track to master this standard by the end of the school year.

2 : Progressing - Student is making progress toward meeting the standard at this time; sometimes demonstrating skills needed to meet standards, at other times showing a lack of understanding or ability to apply the concept or skills.

1 : Insufficient Progress - Student is showing risk of not mastering the standard by the end of the year and is receiving intervention support.

\* : Early Mastery - Student has already mastered this standard and is receiving support to extend learning.

**End Year Summary (EYS)**

3M : Mastered - Student has mastered this standard.

2NYM : Not Yet Mastered - Student has mastered some but not all of the skills necessary to consistently apply this standard to future learning.

1NYM : Not Yet Mastered - Student will require on-going intervention to master this standard.

**Additional Information**

# : Modified Standard - Please see the attached report for additional information.

Blank : Not Yet Assessed

**Language Arts**



PR1 PR2 EYS

**Speaking and Listening: I can...**

- Engage effectively in conversations by coming prepared, following discussion rules, building upon other's ideas, asking for clarification, and summarizing key ideas

3	3*	3M
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**Reading Literature and Informational Texts: I can...**

- Ask and answer questions to demonstrate understanding referring to the text and drawing inferences
- Identify and summarize the main idea and key details
- Recognize the structure (e.g., sequence, dialogue, charts)
- Compare and contrast point of view

2	3	3M
1	2	2NYM
1	1	2NYM
2	3	3M

**Foundational Skills: I can...**

- Recognize and apply grade-level phonics in multisyllable words

3	3*	3M
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- Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension

2	2	3M
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**Writing: I can...**

- Write opinion pieces using organized reasons supported by facts and details
- Write informational texts to convey ideas with supporting details, quotations, and specific vocabulary
- Write narrative text to develop real or imagined experiences with a well-developed conclusion
- Use technology to produce and publish writing

2	2	3M
1	1	2NYM
1	1	1NYM
2	2	3M

**Language: I can...**

- Use grammar skills when writing or speaking
- Apply grade level spelling when writing
- Use context clues, affixes, and roots to determine the meaning of vocabulary words and phrases

1	2	3M
3	3*	3M
2	3	3M

**Mathematics**



PR1 PR2 EYS

**Operation and Algebraic Thinking: I can...**

- Solve multi-step word problems using the four operations
- Create and analyze patterns


**Numbers and Operations Base Ten: I can...**

- Identify powers of ten in place value
- Read, write, and compare multi-digit numbers
- Fluently add multi-digit whole numbers
- Fluently subtract multi-digit whole numbers
- Illustrate and multiply whole numbers up to four digits
- Illustrate and divide whole numbers up to four digits


**Numbers and Operations - Fractions: I can...**

- Identify and create equivalent fractions
- Compare fractions
- Add and subtract fractions with common denominators
- Solve word problems with fractions using addition and subtraction
- Multiply fractions by a whole number
- Understand fraction and decimal relationships


**Measurement and Data: I can...**

- Know and use measurement conversions
- Apply the area and perimeter formulas
- Make line plots and use them to solve addition and subtraction problems
- Understand and measure angles


**Geometry: I can...**

- Draw and identify lines and angles
- Classify 2D shapes by their properties


**Science**



PR1 PR2 EYS

**Physical Science: I can...**

- Describe the relationship between heat energy, evaporation and condensation of water on Earth through the water cycle

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**Life Science: I can...**

- Identify the characteristics of Utah's wetlands, forests, and deserts and common organisms for each environment

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**Earth Science: I can...**

- Describe, observe, measure, and record weather and use data to predict weather patterns
- Explain the properties of rocks, the processes involved in the formation of soils, and the needs of plants provided by soil
- Explain how fossils are formed, where they may be found in Utah, and how they can be used to make inferences
