## Grade 4 Progress Report Card
### 2023-2024

**Student:** Daniel Fahrenheit  
**Student ID:** 001970  
**Birth Date:** 04/03/2014  
**School:** Bayard Rustin Elementary  
**Teacher:** Nikola Tesla

### Student Information
- Student is participating in a Chinese Partial Immersion Program in Math and Science

### Report Card

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 4 - Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>Creating Music</td>
<td></td>
</tr>
<tr>
<td>Performing Music</td>
<td></td>
</tr>
<tr>
<td>Reading and Notating Music</td>
<td></td>
</tr>
<tr>
<td>Responding to Music</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>Measurement and Data</td>
<td></td>
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<tr>
<td>Number and Operations in Base Ten</td>
<td></td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td></td>
</tr>
<tr>
<td>Number and Operations-Fractions</td>
<td></td>
</tr>
<tr>
<td>Your child consistently receives enrichment in mathematics.</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Questioning and Information</td>
<td></td>
</tr>
<tr>
<td>Modeling and Investigation</td>
<td></td>
</tr>
<tr>
<td>Data and Analysis</td>
<td></td>
</tr>
<tr>
<td>Explanation and Argumentation</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Contextualization</td>
<td></td>
</tr>
<tr>
<td>Sourcing</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>Informative/Explanatory, Narrative, Opinion</td>
<td></td>
</tr>
<tr>
<td>Process, Production, and Research</td>
<td></td>
</tr>
<tr>
<td>Use of Language</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Foundational Skills</td>
<td></td>
</tr>
<tr>
<td>Comprehension: Informational Text and Literature</td>
<td></td>
</tr>
<tr>
<td>Language: Vocabulary Acquisition and Use</td>
<td></td>
</tr>
<tr>
<td>Reading Level</td>
<td></td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>Creating and Connecting to Art</td>
<td></td>
</tr>
<tr>
<td>Presenting and Responding to Art</td>
<td></td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td></td>
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<tr>
<td>Health and Wellness</td>
<td></td>
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<tr>
<td><strong>Physical Education</strong></td>
<td></td>
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<tr>
<td>Health-Enhancing Physical Fitness and Activity</td>
<td></td>
</tr>
<tr>
<td>Movement Skills and Concepts</td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td></td>
</tr>
</tbody>
</table>

### Attendance
| Days Absent | Days Tardy |

### OWE Learning Skills-Grade 4
- Collaborates with others (OWI)
- Completes learning tasks (OWI)
- Demonstrates creative thinking skills (OWI)
- Demonstrates critical thinking skills (OWI)
- Demonstrates effort/motivation/persistence (OWI)
- Engages/maintains attention to learning task (OWI)
- Follows oral and written directions (OWI)
- Participates in the target language during discussions (OWI)
- Refer to the report card addendum for further information about your students grades. (OWI)
### Academic Grades

Specific measurement topics are reported each marking period. For those measurement topics not reported, boxes will remain blank.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student consistently demonstrates mastery of the grade-level standards taught this marking period.</td>
</tr>
<tr>
<td>B</td>
<td>The student frequently demonstrates mastery of the grade-level standards taught this marking period.</td>
</tr>
<tr>
<td>C</td>
<td>The student periodically demonstrates mastery of the grade-level standards taught this marking period.</td>
</tr>
<tr>
<td>D</td>
<td>The student rarely demonstrates mastery of the grade-level standards taught this marking period.</td>
</tr>
<tr>
<td>M</td>
<td>Missing data – no score recorded.</td>
</tr>
</tbody>
</table>

**NEP**
Not English Proficient: Level 1 and Level 2 EMLs who are enrolled in their first marking period in a U.S. school may qualify for NEP. NEP indicates that the student did not demonstrate proficiency in the Measurement Topic during the marking period. If your child, regardless of ELP Level, is able to demonstrate proficiency in some Measurement Topics, grades (i.e., P, I, N or A, B, C, D) must be reported.

### Learning Skills

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEM</td>
<td>Demonstrating</td>
</tr>
<tr>
<td>PRG</td>
<td>Progressing</td>
</tr>
<tr>
<td>N</td>
<td>Not yet evident</td>
</tr>
<tr>
<td>M</td>
<td>Missing data – no information recorded.</td>
</tr>
</tbody>
</table>

**NEP**
Not English Proficient: Level 1 and Level 2 EMLs who are enrolled in their first marking period in a U.S. school may qualify for NEP. NEP indicates that the student did not demonstrate proficiency in the Measurement Topic during the marking period. If your child, regardless of ELP Level, is able to demonstrate proficiency in some Learning Skills, grades (i.e., DEM, PRG, N) must be reported.

### Reading Level by Marking Period

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above (ABV)</td>
<td>Your child reads and comprehends text within and above the grade-level band and receives instruction and enrichment with text above the grade-level band during small group instruction.</td>
</tr>
<tr>
<td>On (ON)</td>
<td>Your child reads and comprehends text within the grade-level band and receives small group instruction to provide support, instruction, and enrichment with text as needed within the grade-level band.</td>
</tr>
<tr>
<td>Below (BLV)</td>
<td>Your child needs support to read and comprehend text within the grade-level band and receives targeted support with text below the grade-level band during small group instruction.</td>
</tr>
</tbody>
</table>

### English Language Proficiency Performance Level

For students receiving English Language Development services, ELD teachers collect data to indicate student progress in English language proficiency. English language proficiency is stated in terms of the six WIDA English language proficiency levels. At a level 6, students are listening, reading, writing, or speaking comparable to their English-proficient peers meeting college and career-readiness standards.

<table>
<thead>
<tr>
<th>Level 1 Enter</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>More Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bayard Rustin Elementary
332 W Edmonston Dr
Rockville, MD 20852
346-235067

To the Parents or Guardians of
Daniel Fahrenheit
1686 Mercury Rd Apt 11
Silver Spring, MD 20906