

Student Learning Report: Grade 4 Math



Name		Grading Period								
		<input type="checkbox"/> 1 st	<input type="checkbox"/> 2 nd	<input type="checkbox"/> 3 rd	<input type="checkbox"/> 4 th	<input type="checkbox"/> 5 th	<input type="checkbox"/> 6 th			
Report. Cat # 1	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	4.1.B use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models					4.1.A use place value to read, write, compare, and order whole numbers through 999,999,999				
	4.2.D relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models					4.2.A use concrete objects and pictorial models to generate equivalent fractions				
	4.4.D use multiplication to solve problems (no more than two digits times two digits without technology)					4.2.B model fraction quantities greater than one using concrete objects and pictorial models				
	4.4.E use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)					4.2.C compare and order fractions using concrete objects and pictorial models				
	Where are my strengths?					4.3.A use addition and subtraction to solve problems involving whole numbers				
	Where can I improve?					4.3.B add and subtract decimals to the hundredths place using concrete objects and pictorial models				
	What actions do I need to take?					4.4.A model factors and products using arrays and area models				
						4.4.B represent multiplication and division situations in picture, word, and number form				
						4.4.C recall and apply multiplication facts through 12×12				
						4.5.A round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations				
						4.5.B use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems				

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Report. Cat # 4	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	4.11.A estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary					4.11.B perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system				
	Where are my strengths?					4.11.C use concrete models of standard cubic units to measure volume				
	Where can I improve?					4.11.D estimate volume in cubic units				
	What actions do I need to take?					4.11.E explain the difference between weight and mass				
						4.12.A use a thermometer to measure temperature and changes in temperature				
						4.12.B use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time				

Report. Cat # 5	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	4.13.B interpret bar graphs					4.13.A use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation				
	Where are my strengths?									
	Where can I improve?									
	What actions do I need to take?									

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Report. Cat # 2	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	4.7.A describe the relationship between two sets of related data such as ordered pairs in a table					4.6.A use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$)				
	Where are my strengths?					4.6.B use patterns to multiply by 10 and 100				
	Where can I improve?									
	What actions do I need to take?									

Report. Cat # 3	Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
	4.8.C use essential attributes to define two- and three-dimensional geometric figures					4.8.A identify and describe right, acute, and obtuse angles				
	4.9.B use translations, reflections, and rotations to verify that two shapes are congruent					4.8.B identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models				
	Where are my strengths?					4.9.C use reflections to verify that a shape has symmetry				
	Where can I improve?									
	What actions do I need to take?									

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Process Standards (Underlying Processes and Mathematical Tools)						My Goal	Test 1	Test 2	Test 3
4.14.A identify the mathematics in everyday situations									
4.14.B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness									
4.14.C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem									
4.14.D use tools such as real objects, manipulatives, and technology to solve problems									
4.15.A explain and record observations using objects, words, pictures, numbers, and technology									
4.15.B relate informal language to mathematical language and symbols									
4.16.A make generalizations from patterns or sets of examples and nonexamples									
4.16.B justify why an answer is reasonable and explain the solution process									
Where are my strengths?									
Where can I improve?									
What actions do I need to take?									