4th Grade Learning Goals Checklist for entry
Trimester:_____

Progress Report Markings

For Student Curriculum Marks/Learning Goals

M: Meeting: The child applies the learning goal **(district grade level expectation)**.
A: Approaching: The child applies a basic understanding of the goal.
B: Beginning: The child applies an initial understanding of the goal.
N/A: Not assessed at this time.
Y: Yes
N: No

Living and Working in the classroom: Indicators in Living and Working in the classroom will use these three descriptors, as this area includes strategies best described by the frequency with which the student uses the skill.
S: Seldom
O - Occasionally
U: Usually
X – Marking Selections

Additional Programs

Additional Support Programs:	T1	T2	T3
1. Reading Support			
2. Math Support			
3. Gifted (WINGS)			
4. Gifted (Project Plus)			
5. Gifted (Fine Arts)			

Living and Working

Learning Goals:	T1	T2	T3
1. Empathy and care for others			
2. Respect for self and others			
3. Accepts responsibility for actions			
4. Perseverance with his/her learning			
5. Attempts to resolve conflicts in appropriate ways			
6. Organizational skills to support learning			

English-Language Arts

Learning Goals:	T1	T2	T3
Reading			
1. Reads with understanding			
2. Analyzes what they read			
3. On track for meeting end of year learning goals in reading			
Writing			
4. Communicates in writing for a variety of purposes and audiences			
5. On track for meeting end of year learning goals in writing			
Research and Speaking			
6. Shares their thoughts with others by speaking and listening			
7. Acquires, assesses and communicates information			

Math

Learning Goals:	T1	T2	T3
Mathematical Practices			
1. Makes sense of problems and perseveres in solving them			
2. Communicates mathematically			
Content Standards			
3. Uses the four operation with whole numbers to perform multi-digit arithmetic and solve word problems			
4. Understands factors and multiples			
5. Generates and analyzes patterns			
6. Generalizes place value understanding for multi-digit whole numbers			
7. Understands fractional values			
8. Understands decimal notation for fractions			
9. Solves problems involving measurement and conversion of measurements			
10. Represents and interprets data			
11. Draws and identifies lines and angles and classifies shapes by properties of their lines and angles			
12. On track for meeting end of year learning goals in math			

Social Studies

Learning Goals:	T1	T2	T3
1. Demonstrates skills of social science inquiry within content learning goals			
2. Understands history, continuity, and change			
3. Understands governmental systems and principles			
4. Understands geographical study			
5. Understands economic concepts			
6. Understands people, groups, and cultures			
7. On track for meeting end of year learning goals in social studies			

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Science

Learning Goals:	T1	T2	T3
Waves and Energy			
1. Develops a model of waves to describe parents in terms of amplitude and wavelength and that waves can cause objects to move			
Energy			
2. Uses evidence to construct an explanation relating the speed of an object to the energy of that object			
3. Makes observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents			
4. Applies scientific ideas to design, test, and refines a device that converts energy from one form to another			
5. Uses models to explain that simple machines change the amount of effort and/or direction of force			
Our Dynamic Earth			
6. Identifies evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time			
7. Makes observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, wind, or vegetation			
8. Analyzes and interprets data from maps to describe patterns of Earth's features			
9. Generates and compares multiple solutions to reduce the impacts of natural Earth processes on humans			
Observing weather patterns			
10. Represents data in tables and graphical displays to describe typical weather conditions expected during a particular season			
11. Obtains and combines information to describe climates in different regions of the world			
12. Makes a claim about the merit of a design solution that reduces the impacts of a weather-related hazard			
13. Identifies patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation)			
Engineering			
14. Defines a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost			
15. Generates and compares multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
16. Plans and carries out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			

Comments:

	T1	T2	T3
Check which trimester			