

Our Mission

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, workplace and career path, while becoming productive members of their community.

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher				
Work Habits	Q1	Q2	Q3	Q4
I can listen to and follow directions.				
I can take care of my materials.				
I can work independently.				
I can complete tasks in a timely manner.				
I ask for help when needed.				
I exhibit eagerness and motivation as a learner.				

I can integrate information from two texts.				
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Social Emotional Development				
	Q1	Q2	Q3	Q4
I can recognize my own emotions and how those emotions impact my behavior.				
I can use calming down techniques to control impulsive behavior and anger.				
I can recognize other people's feelings and listen to identify their feelings.				
I can show appropriate social and classroom behavior.				
I can identify and apply problem solving steps to resolve conflicts.				
I contribute to the well-being of my class and school by making positive choices.				

Reading: Foundational Skills				
	Q1	Q2	Q3	Q4
I can know and apply 4th grade phonics and word analysis skills in decoding words.				
I can read with accuracy and fluency to support comprehension.				

Language				
	Q1	Q2	Q3	Q4
I can use correct parts of speech when writing.				
I can use correct capitalization, punctuation and spelling in writing.				
I can determine the meanings of unknown words using multiple strategies.				
I understand figurative language and word relationships.				

Classroom Teacher				
Reading: Literature and Informational Text	Q1	Q2	Q3	Q4
I can make inferences when using details and examples from the text.				
I can determine a theme of a story or poem from details in the text. I can summarize a text.				
I can describe a character, setting, or event in depth using details from the text.				
I can compare and contrast first and third person narrative point of views.				
I can determine the main idea of a text and provide supporting details. I can summarize the text.				
I can describe the overall structure (e.g. chronological, comparison, cause/effect, problem/solution, or main idea) of events in a text.				
I can determine the meaning of words as they are used in a text.				
I can compare and contrast themes or topics.				
I can explain the author's point of view.				

Writing				
	Q1	Q2	Q3	Q4
I can write an opinion piece and support my reasons.				
I can write an informative/explanatory to examine a topic.				
I can write narratives to develop real or imagined experiences in sequential order.				
I can conduct short research projects. (e.g. biographies).				
I can plan, revise and edit as well as use technology to produce and publish.				
I can write over extended time frames and short time frames.				

Lincoln-Douglas Elementary
4th Grade Q1 Report Card 2022-23
 School, Principal
 Homeroom, Teacher

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Speaking and Listening Q1 Q2 Q3 Q4

I can effectively engage in a conversation on 4th grade topics.				
I can use details and examples from the text to tell a story or report on a topic.				

Classroom Teacher

Operations and Algebraic Thinking Q1 Q2 Q3 Q4

I can multiply and divide numbers through 10.				
I can understand multiplication as comparisons e.g. 35 is 7 times as much as 5.				
I can solve story problems that involve multiplicative comparisons.				
I can solve multi-step story problems using addition, subtraction, multiplication, or division.				
I can write equations with letter representing unknown quantity.				
I can use mental math, estimation and rounding to calculate reasonable answers.				
I can list factors and multiples of a given number.				
I can define prime and composite and identify which numbers are prime or composite.				
I can generate a number or shape pattern that follows a given rule.				

Numbers and Operations in Base Ten Q1 Q2 Q3 Q4

I can understand that in a multi-digit number, each digit represents 10 times what it represent in the place to the right.				
I can read, write, and compare multi-digit number.				
I can round multi-digit numbers to any place.				
I can add and subtract multi-digit numbers using standard algorithm as well as other methods.				
I can multiply 2 digit by 2 digit using a variety of strategies, equations, and labeled sketches.				
I can divide 2 digit numbers by 1 digit number using equations, labeled sketches and relationship between multiplication to explain strategies.				

Fractions Q1 Q2 Q3 Q4

I can use a visual model to explain why on fraction is equivalent to another.				
I can recognize and generate equal fractions.				
I can compare 2 fractions with different numerators and denominators.				
I can write an equation to show fraction as sum of other fractions with same denominator; e.g. $\frac{2}{10}$ and $\frac{20}{100}$.				
I can add and subtract fractions and mixed numbers with like denominators.				
I can solve story problems involving adding and subtracting fractions with like denominators.				
I multiply a fraction by a whole number.				
I can solve story problems that involve multiplying a fraction by a whole number.				
I can convert a fraction with 10 in the denominator to a fraction with 100 denominator.				
I can write fractions with denominators of 10 and 100 in decimals.				
I can compare decimal numbers to the hundredths.				

Measurement and Data Q1 Q2 Q3 Q4

I can know and use measurement unit; e.g. metric length, mass, time, and volume.				
I can record measurement equivalents in 2 column tables; e.g. $1m = 100cm$.				
I can use addition, subtraction, multiplication and division to solve story problems involving distances, intervals of time, liquid volumes, money, and masses of objects.				
I can use formulas for perimeter and area of a rectangle to solve problems.				
I can make a line plot to display a data set in fractions of a unit.				
I can use data on a line plot to solve problems that involve adding and subtracting fractions.				
I can use a protractor to measure and sketch angles.				

Geometry Q1 Q2 Q3 Q4

I can identify and draw points, lines, line segments, rays, angles, perpendicular and parallel lines in 2 dimensional figures.				
I can classify 2- dimensional shapes.				
I can identify and draw lines of symmetry.				

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Classroom Teacher

Art	Q1	Q2	Q3	Q4
I can brainstorm multiple approaches to a creative art or design problem.				
When making works of art, I can utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.				

Classroom Teacher

Music	Q1	Q2	Q3	Q4
I can explain how expressive qualities are used to reflect expressive intent: harmony, melody, form, dynamics.				
I can demonstrate understanding of the structure and the elements in music.				
I can read and perform using iconic and/or standard notation.				
I can perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.				

Classroom Teacher

Physical Education	Q1	Q2	Q3	Q4
I can demonstrate fitness in cardio respiratory endurance (jog continuously).				
I can demonstrate fitness in muscular endurance (abdominal crunches).				
I can demonstrate fitness in muscular strength (push-up hold).				
I can demonstrate fitness in flexibility (sit and reach).				

Classroom Teacher

Science	Q1	Q2	Q3	Q4
I can explain how the internal and external structures of plants and animals support survival, growth, behavior, and reproduction.				
I can make observations and provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents.				
I can develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves cause objects to move.				
I can describe the effects of weathering or the rate of erosion by water, ice, wind or vegetation.				
I can generate multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.				

Classroom Teacher

Social Studies	Q1	Q2	Q3	Q4
I can develop essential questions and explain the importance of the questions to self and others.				
I can identify core civic virtues and democratic principles that guide our state and nation.				
I can analyze how the cultural and environmental characteristic of places in Illinois change over time.				
I can analyze how spending choices are influenced by price as well as many other factors such as advertising, peer pressure and options.				
I can use artifacts and primary sources to investigate how individuals contributed to the development of Illinois.				

ATTENDANCE:	1	2	3	4	Total
Absences	0.0	0.0	0.0	0.0	0.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					0.00 %

GENERAL COMMENTS

1st QUARTER COMMENTS:

2nd QUARTER COMMENTS:

3rd QUARTER COMMENTS:

4th QUARTER COMMENTS:

Interpreting your child's report card:

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/language arts and math expectations or student learner outcomes, based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

4 Exceeds -- A student consistently knows this concept and additionally shows understanding at a higher level than the grade level standard.

3 Proficient -- A student consistently shows growth, indicating a student has mastered grade level expectations.

2 Progressing -- A student shows gradual movement toward understanding the standard and may need more support and time to reach proficiency. Or, the student may have just been introduced to the concept.

1 Needs to Improve -- A student consistently displays misunderstanding of the concept or shows inconsistent results toward mastery and needs additional support and

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.