

Name: _____

Date: _____

My Math Life

My overall feeling of Math is...

In Math, something I have been working hard at that I'm proud of is...

Something that I find challenging, that I want to get better at is...

Something I want to work on as a mathematician is...

4th

Name: _____

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4th Grade "I Can" Math Statements

		Not Yet	I'm Getting There	I've Got It!	Went Beyond!
Operations and Algebraic Thinking					
4.OA.1	I can understand that multiplication equations can be seen as comparisons of groups (e.g., $35 = 5 \times 7$ is the same as saying that 35 is 5 times as many as 7 and 7 times as many as 5.)				
4.OA.2	I can multiply to solve word problems by using drawings and equations that have symbols for unknown numbers.				
	I can divide to solve word problems by using drawings and equations that have symbols for unknown numbers.				
4.OA.3	I can solve multi-step word problems involving whole numbers using what I know about addition, subtraction, multiplication, and division.				
	I can represent word problems by using equations with a letter standing for an unknown number.				
4.OA.4	I can find all factor pairs for a whole number between 1–100.				
	I can tell whether a whole number between 1–100 is prime or composite.				
Number and Operations in Base Ten					
4.NBT.5	I can multiply a whole number of up to four digits by a one-digit whole number.				
	I can multiply two two-digit numbers and explain by drawings, equations, rectangular arrays, etc.				
4.NBT.6	I can find whole number quotients and remainders with up to four-digit dividends and one-digit divisors.				

Geometric (Angles & Measuring Angles)					
4.MD.5	I can recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.				
4.MD.6	I can measure angles in whole-number degrees using a protractor.				
	I can sketch angles of specified measure.				
4.MD.7	I can decompose a larger angle.				
	I can use addition and subtraction to find unknown angles.				
4.G.1	I can accurately draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.				
	I can identify these in two-dimensional figures.				
4.G.2	I can recognize right triangles as a category, and identify right triangles.				
4.G.3	I can recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.				

Watch Me Prove It!

Fourth Grade Spring Self-Assessment

2016-2017

#	Expectation	1	2	3	4
1.	I follow my teacher's directions the first time.				
2.	I am responsible with my materials.				
3.	I have quick, quiet, and calm transitions.				
4.	I am caring and respectful towards classmates and adults.				
5.	I listen respectfully to others and raise my hand to participate.				
6.	I actively participate in discussions.				
7.	I participate fully and equally in group and partner work.				
8.	I stay focused while working and make sure not to distract classmates.				
9.	I manage and use my time wisely.				
10.	I turn in neat and focused work that shows my best thinking.				
11.	I persevere when things are challenging and use all my strategies and resources to figure "it" out.				
12.	I ask for support when I need it.				

KEY:

4- I do this **ALL** the time, without needing teacher reminders.

3- I do this **MOST** of the time, sometimes needing teacher reminders.

2- I do this **SOMETIMES**, but need to be more consistent.

1- I **RARELY** do this and need to improve.

Reflection Questions:

1) One thing I have been working really hard at that I'm proud of is:

because

2) One thing that has been challenging for me that I want to keep working on is

I will work on this by

3) How is my year going so far? Why?

Name: _____

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My Writing Life

My overall feeling of Writing is...

In Writing, something I have been working hard at that I'm proud of is...

Something that I find challenging, that I want to get better at is...

Something I want to work on as a writer is...

Name: _____ Date: _____

	Grade 4	NOT YET	STARTING TO	YES!
	Structure			
Overall	I made a claim about a topic or a text and tried to support my reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a few sentences to hook my readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. I stated my claim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used words and phrases to glue parts of my piece together. I used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when I was shifting from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when I wanted to make a new point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I wrote an ending for my piece in which I restated and reflected on my claim, perhaps suggesting an action or response based on what I had written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I separated sections of information using paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I gave reasons to support my opinion. I chose the reasons to convince my readers. I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions. If it felt right to do so, I chose precise details and facts to help make my points and used figurative language to draw the readers into my line of thought. I made choices about which evidence was best to include or not include to support my points. I used a convincing tone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	When writing long complex sentences, I used commas to make them clear and correct. I used periods to fix my run-on sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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My Reading Life

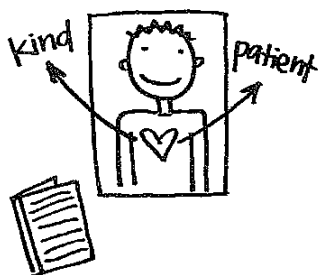


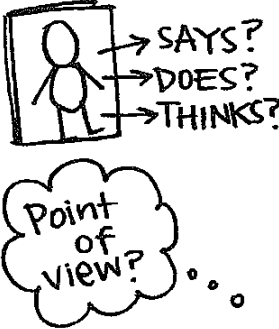
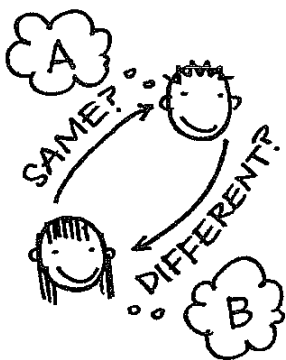
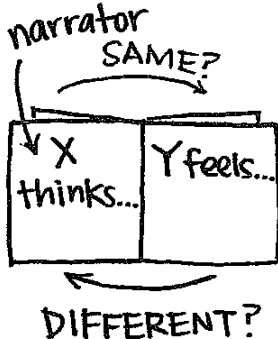
My overall feeling of Reading is...

In Reading, something I have been working hard at that I'm proud of is...

Something that I find challenging, that I want to get better at is...

Something I want to work on as a reader is...

Narrative Reading Self-Assessment Rubric

	Level 3	Level 4	Level 5
Inferring about Characters and Other Story Elements <i>Character Traits</i>	<input type="checkbox"/> I wrote an idea about the kind of person a character is, telling a trait (and not a feeling). <input type="checkbox"/> When a character makes a big decision, I could use what happened earlier and the character's traits to tell why the character made that choice. 	<input type="checkbox"/> I wrote about how the character is complicated. He/she is more than one way (has multiple traits). <input type="checkbox"/> I also wrote about what's going on inside the character (motivations and wants). <input type="checkbox"/> When I thought and wrote about a character, I showed that I knew that small actions can signal something big. 	<input type="checkbox"/> I wrote about how the character was complicated and/or contradictory. To do this, I discussed the more hidden sides of the character as well as the obvious. <input type="checkbox"/> I put these things together to come up with a theory about the character. <input type="checkbox"/> I wrote about more than one thing that drives a character to act a certain way. 
Supporting Thinking with Text Evidence	<input type="checkbox"/> I supported my ideas with details from the text.	<input type="checkbox"/> I used details from different parts of the text to support my ideas and discussed <i>how</i> those details supported my ideas.	<input type="checkbox"/> I used specific details and quotes from different parts of the text to support my ideas and discussed <i>how</i> those details supported my ideas.
Analyzing Perspective	<input type="checkbox"/> To tell about a character's perspective, I wrote about how the character felt about something important in the story. <input type="checkbox"/> I used what the character did, said, or thought to support my ideas. 	<input type="checkbox"/> To tell about a character's perspective, I wrote about how the character felt about something important in the story. <input type="checkbox"/> I used what I know about the character's life experience or the roles s/he plays to explain why the character feels this way. 	<input type="checkbox"/> I wrote about a character's perspective on an event, another character, a setting, and/or an issue. <input type="checkbox"/> To explain why a character has a particular perspective, I wrote about the character's life experiences, or about the particular role a character plays. <input type="checkbox"/> When asked, I compared the perspectives of more than one character. 

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