



|              |                |               |                     |            |                 |
|--------------|----------------|---------------|---------------------|------------|-----------------|
| Today's Date | Student Number | Student: Last | First               | Birth Date | Office Use Only |
| School Name  |                |               | School Phone Number | Principal  |                 |

THE SCHOOL DISTRICT OF PALM BEACH COUNTY

**Spanish Standards Based  
Elementary Dual Language  
Report Card for Grade 4  
School Year 2019-2020**

The purpose of this report is to inform you of your child's performance in relation to the Common Core State Standards (CSS en Español) for Reading and Writing during this reporting period.

| PERFORMANCE CODES  |
|--|
| Based on progress toward meeting the grade level standards:  |
| <b>EX Exemplary</b> - Demonstrates broad in-depth skill /concept development that most often exceeds "grade level standards" |
| <b>PR Proficient</b> - Demonstrates skill/concept development that meets "grade level standards"                             |
| <b>AP Approaching</b> - Demonstrates skill/concept development that is beginning to meet "grade level standards"             |
| <b>ND Needs Development</b> - Demonstrates skill/ concept development that is significantly below "grade level standards"    |
| STANDARD CODES   |
| <b>X</b> Student meeting standards   |
| <b>*</b> Developing  |
| <b>O</b> Not assessed  |

| LANGUAGE ARTS                                 |  |  |   |   |   |   |  |  |   |   |   |  |
|---|--|--|---|---|---|---|--|--|---|---|---|--|
| READING                                       |  |  |   |   |   | WRITING                                       |  |  |   |   |   |  |
| Teacher:                                      |  |  |   |   |   | Teacher:                                      |  |  |   |   |   |  |
| REPORTING PERIOD                              |  |  | 1 | 2 | 3 | REPORTING PERIOD                              |  |  | 1 | 2 | 3 |  |
| Performance Code                              |  |  |   |   |   | Performance Code                              |  |  |   |   |   |  |
| STANDARD CODE                                 |  |  |   |   |   | STANDARD CODE                                 |  |  |   |   |   |  |
| FOUNDATIONAL SKILLS                           |  |  |   |   |   | Text Types and Purposes                       |  |  |   |   |   |  |
| Phonics and Word Recognition <sup>^</sup>     |  |  |   |   |   | Production and Distribution of Writing        |  |  |   |   |   |  |
| Accents <sup>^</sup>                          |  |  |   |   |   | Research to Build and Present Knowledge       |  |  |   |   |   |  |
| Fluency                                       |  |  |   |   |   | Range of Writing                              |  |  |   |   |   |  |
| LITERATURE                                    |  |  |   |   |   | READING/WRITING LITERACY STANDARDS            |  |  |   |   |   |  |
| Key Ideas and Details                         |  |  |   |   |   | Teacher:                                      |  |  |   |   |   |  |
| Craft and Structure                           |  |  |   |   |   | REPORTING PERIOD                              |  |  | 1 | 2 | 3 |  |
| Integration of Knowledge and Ideas            |  |  |   |   |   | Performance Code                              |  |  |   |   |   |  |
| Range of Reading and Level of Text Complexity |  |  |   |   |   | SPEAKING AND LISTENING                        |  |  |   |   |   |  |
| INFORMATIONAL TEXT                            |  |  |   |   |   | Comprehension and Collaboration               |  |  |   |   |   |  |
| Key Ideas and Details                         |  |  |   |   |   | Presentation of Knowledge and Ideas           |  |  |   |   |   |  |
| Craft and Structure                           |  |  |   |   |   | LANGUAGE                                      |  |  |   |   |   |  |
| Integration of Knowledge and Ideas            |  |  |   |   |   | Rules and Conventions of Spanish <sup>^</sup> |  |  |   |   |   |  |
| Range of Reading and Level of Text Complexity |  |  |   |   |   | Accents <sup>^</sup>                          |  |  |   |   |   |  |
|   |  |  |   |   |   | Knowledge of Language                         |  |  |   |   |   |  |
|   |  |  |   |   |   | Vocabulary Acquisition and Use                |  |  |   |   |   |  |