



The Dwight School

International Baccalaureate Primary Years Program

Student's Name:

Grade Level:

Fourth Grade

Teacher's Name:

Date of Report:

Mrs. Elaine Natalicchi: Dean of Timothy House
Mr. Stephen Spahn: Chancellor

The Dwight School

International Baccalaureate Primary Years Program

Grade Report Form:

Student's Name: _____ Grade Level: **Fourth Grade**

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Student Work

The Dwight School

International Baccalaureate Primary Years Program

Grade Report Form:

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Teacher's Name: _____ Date of Report: _____

Student Reflections

The Dwight School

International Baccalaureate Primary Years Program

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PYP Transdisciplinary Units for Fourth Grade

Fourth Grade students will study the following PYP Units of Inquiry, in addition to all other subjects

Who We Are I Believe	Where We Are In Time and Place An investigation of Human Spaces	How We Express Ourselves Formats Count: Publications
Central Idea	Central Idea	Central Idea
The beliefs and values of cultures are conveyed through rituals, celebrations, and the arts, as well as the way people live.	The history, the resources, and the needs of a culture are reflected in its architecture.	There are many ways of capturing the attention of and persuading a target audience through language and visual media.
An Inquiry Into	An Inquiry Into	An Inquiry Into
<ol style="list-style-type: none"> 1. Major world religions 2. The role religion plays in people's lives and in the development of cultural identity 3. The role of rituals and ceremonies that some cultures use to mark important events 	<ol style="list-style-type: none"> 1. The art and science of design and construction 2. Evaluation of visual data as clues to history and culture 3. The structures of homes and cities as indicators of time and place. 4. Influence of technology on architectural design 	<ol style="list-style-type: none"> 1. Types of publications and their uses 2. How design affects the message 3. Storytelling and illustrating 4. Effects of mass production of printed materials 5. Creating with an audience in mind

How the World Works Simple Machines	Getting Organized: The Development of Government Systems	Sharing the Planet Water-Infinite Demands, Finite Resources
Central Idea	Central Idea	Central Idea
Simple machines help make the world work.	People develop rules and systems for governing themselves.	Water is required for all living things to sustain life.
An Inquiry Into	An Inquiry Into	An Inquiry Into
<ol style="list-style-type: none"> 1. Mechanical devices (inclined planes, pulleys, levers, wheels and axles, and wedges) 2. How machines help us in our daily lives 3. What machines are used at home and at school 	<ol style="list-style-type: none"> 1. Different governmental systems-compare and contrast 2. Human rights and responsibilities; Children's rights 3. The development of democracy 4. Government as it applies to us today Case history: American government from the beginning	<ol style="list-style-type: none"> 1. Water uses for people, plants and animals 2. Preservation/conservation 3. The water cycle 4. Water ecosystems and biodiversity

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Attitude Key Student: Self-Evaluation

C	I practice consistently the following two attitudes
W	I am working on the following two attitudes

PYP STUDENT ATTITUDES

		Fall	Mid-Year	Winter	Final
Appreciation	appreciating the wonder and beauty of the world and its people				
Commitment	being committed to my learning, persevering and showing self-discipline and responsibility				
Confidence	feeling confident in my ability as a learner, having the courage to take risks, applying what I have learned and making appropriate decisions and choices				
Cooperation	cooperating, collaborating and leading or following as the situation demands				
Creativity	being creative and imaginative in my thinking and in my approach to problems and dilemmas				
Curiosity	being curious about the nature of learning and of the world, its people and cultures				
Empathy	imaginatively projecting myself into another's situation, in order to understand his/her thoughts, reasoning and emotions				
Enthusiasm	enjoying learning				
Independence	thinking and acting independently, making my own judgements based on reasoned principles and being able to defend my judgements				
Integrity	having integrity and a firm sense of fairness and honesty				
Respect	respecting myself, others and the world around me				
Tolerance	feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others				

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Learner Profile:

On the following page you will find your child's reflections on his/her profile characteristics, as well as those of the teacher. Kindly fill in your response to these reflections and return the page to the teacher. An extra copy of the comments page is included for your records.

As an Inquirer, the student:

- Asks questions
- Collects research
- Is motivated to learn

As a Risk Taker, the student:

- Is willing to make mistakes
- Is prepared to try something new

As a Balanced person, the student:

- Demonstrates organization
- Uses time wisely

As a Principled person, the student:

- Makes good decisions about right and wrong
- Is honest with self and others
- Accepts responsibility for own actions

As a Communicator, the student:

- Speaks responsibly
- Reads, writes, and talks with meaning
- Listens attentively

As a Thinker, the student:

- Observes carefully
- Uses own ideas and builds on others'
- States opinions and can support them
- Solves problems and makes decisions

As an Open-minded person, the student:

- Listens to other people's thoughts and ideas
- Demonstrates tolerance of others' differences

As a Reflective person, the student:

- Effectively explains what has been learned
- Identifies how to improve the next time

As a Knowledgeable person, the student:

- Learns many new facts and concepts
- Applies knowledge to own experience

As a Caring person, the student:

- Tries to find helpful solutions
- Acts as part of a classroom community

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December Reflections

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Initials

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Evaluation Scale

O	Outstanding	Remarkable depth of understanding; exceptional initiative and independence significantly above expectations.
VG	Very Good	Consistently and successfully applies skills and concepts above expectations
G	Good	Skills and concepts assimilated and used appropriately
S	Satisfactory	Meets grade level expectations
NS	Needs Strengthening	Not meeting expectations
NA	Not Applicable	Does not apply to the curriculum

I	Improving	Showing steady progress with respect to previous mark
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UNIT OF INQUIRY

	Fall	Mid-Year	Winter	Final
Understanding of unit concepts				
Ability to pose thoughtful and insightful questions				
Ability to think critically				
Active participation in group inquiry				
Ability to self-monitor and maintain consistent effort and focus in class sessions				
Productive collaboration in group work with peers				

MATHEMATICS

	Fall	Mid-Year	Winter	Final
Effort				
Numeration and counting (place value)				
Operations and relations				
Exploring data				
Geometry and spatial sense				
Measurement and reference frames				
Patterns, rules, functions and problem-solving				
Mental Math				

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LANGUAGE ARTS

Fall Mid-Year Winter Final

	Fall	Mid-Year	Winter	Final
Effort:				
Literature:				
Analyzes and responds to literature				
Reads a variety of literature independently				
Decoding:				
Learns required words				
Uses reading strategies effectively				
Reads fluently with expression				
Comprehension:				
Comprehends reading material				
Written Expression:				
Writes in different forms				
Writes fluently in an organized and logical manner				
Uses encoding strategies				
Expresses ideas in writing				
Uses and understands a rich vocabulary				
Writing Process:				
Uses writing process effectively				
Speaking:				
Expresses ideas orally				
Listening:				
Listens actively				
Penmanship:				
Follows correct letter formation and directionality in writing				

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FOREIGN LANGUAGES

Mid-Year Final

	Mid-Year	Final
Attitudes:		
Displays a positive attitude towards foreign languages		
Shows consideration for others' ideas and questions		
Shows willingness to take risks		
Shows perseverance and thoroughness during activities		
Language Development:		
Listens attentively		
Demonstrates understanding of what he or she has heard		
Answers questions in a foreign language		
Participates in simple conversational exchange		
Interaction:		
Asks relevant questions		
Participates willingly in front of others		
Works well with a partner		
Works well alone		
Takes role of leader		
Uses a foreign language in conversation		
Work Habits:		
Completes assigned tasks		
Is focused on task at hand		

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ART

Mid-Year **Final**

	Mid-Year	Final
Demonstrates understanding of art concepts		
Explores art processes and techniques		
Employs creative thinking skills		
Engages in meaningful reflections		
Effort and participation		

MUSIC

Mid-Year **Final**

	Mid-Year	Final
Demonstrates understanding of music theory		
Engages in singing with good performance etiquette		
Participates with energy and effort		
Recognizes musical works		
Works cooperatively		

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DANCE

Mid-Year Final

Skills and Concepts:

Applies dance techniques as taught in class

Applies rhythm techniques

Demonstrates body awareness

Applies eye-hand & eye-foot coordination principles

Applies left/right side coordination principles

Applies symmetrical and opposition movements

Demonstrates spatial relations

Demonstrates musicality

Demonstrates balance

Remembers a routine after a certain number of repetitions

Engagement in Learning Process:

Listens attentively

Follows directions

Participates with energy

Demonstrates perseverance

Works cooperatively

Works independently and expresses freedom in the creative process

Takes risks

	Mid-Year	Final
Applies dance techniques as taught in class		
Applies rhythm techniques		
Demonstrates body awareness		
Applies eye-hand & eye-foot coordination principles		
Applies left/right side coordination principles		
Applies symmetrical and opposition movements		
Demonstrates spatial relations		
Demonstrates musicality		
Demonstrates balance		
Remembers a routine after a certain number of repetitions		
Listens attentively		
Follows directions		
Participates with energy		
Demonstrates perseverance		
Works cooperatively		
Works independently and expresses freedom in the creative process		
Takes risks		

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GEOGRAPHY

Mid-Year Final

	Mid-Year	Final
Effort		
Understands mapping process		
Demonstrates accurate mapping skills		
Actively participates		

LIBRARY

Mid-Year Final

	Mid-Year	Final
Effort		
Masters the necessary research process		
Uses research tools effectively		
Participates in story activities		

INFORMATION TECHNOLOGY

Mid-Year Final

	Mid-Year	Final
Effort		
Masters keyboard and mouse skills		
Follows directions		
Is able to navigate computer programs		
Uses the Internet responsibly		

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Fall Conference:

Student's Name: _____ Grade Level: Fourth Grade

Teacher's Name: _____ Date of Report: _____

Home and school shared goals

Large empty rectangular box for writing home and school shared goals.

Absences:

Lates:

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Mid-Year Report:

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Teacher's Name: _____ Date of Report: _____

Home and school shared goals from Fall Conference

Absences: Lates:

Teachers' Comments on Progress:

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Winter Conference:

Student's Name: _____ Grade Level: Fourth Grade

Teacher's Name: _____ Date of Report: _____

Home and school shared goals

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Absences:

Lates:

The Dwight School

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Final Report:

Student's Name: _____ Grade Level: Fourth Grade

Teacher's Name: _____ Date of Report: _____

Home and school shared goals from Winter Conference

Absences:

Lates:

Teachers' Comments on Progress: