

Content Standards Achievement Code
 S+ - Demonstrating readiness beyond grade-level standard
 S - Secure with grade-level standard
 P - Progressing towards, but not yet meeting grade-level standard
 M - Minimal progression towards grade-level standard
 X - Not evaluated at this time

Effort Code
 3 - Exceptional
 2 - Satisfactory
 1 - Inconsistent

Course	Instructor	MP1	MP2		
Reading 4	De Gise, K. Messina, M.				
<i>Child as a Reader (NJSL)</i>					
Reads at benchmark level with accuracy, fluency, and expression to support comprehension		S+	S+		
Summarizes text using main ideas and supporting details		S	S		
Applies Strategies to comprehend fictional text		S	S		
Applies strategies to comprehend non-fictional text		X	X		
Supports thinking with appropriate text evidence and analysis		S	S		
Writing 4	De Gise, K. Messina, M.				
<i>The Child as a Writer (NJSL)</i>					
Writes according to grade level standards		S	S		
Engages reader from beginning to end with an interesting opening, logical sequence and strong conclusion		S	S		
Writes sentences of varying length and complexity using vivid details to express ideas		S	S		
Demonstrates command of grade appropriate spelling in daily writing		S	S		
Proofreads and edits written work independently (i.e. grammar rules, punctuation, capitalization)		P	P		
The Child as a Speaker/Viewer/Listener 4	De Gise, K. Messina, M.				
<i>The Child as a Speaker/Viewer/Listener (NJSL)</i>					
Uses effective techniques of oral language in discussions and presentations (word choice, volume, eye contact and clarity)		2	2		
Responds and participates appropriately in a collaborative setting		2	2		
Actively listens to information presented and responds appropriately to follow-up discussions		2	2		
Effectively communicates information in an organized manner using details, examples and reasons to support ideas		2	2		
Math 4	De Gise, K. Messina, M.				
<i>The Child as a Mathematician (NJSL)</i>					
Demonstrates proficiency in multiplication and division of basic facts (i.e., 0-12)		S+	S+		
Demonstrates proficiency with marking period core curriculum content standards		S	S		
Effectively communicates mathematical process		S	S		
Interprets and solves word problems using a variety of strategies		S	S		
Science 4	De Gise, K. Messina, M.				
<i>The Child as a Scientist (NJSL)</i>					
Works, shares, and interacts collaboratively during science experiments		S	S		
Demonstrates understanding of current units of study		S	S		
Applies oral/written methods to communicate learning using scientific evidence		S	S		
Social Studies 4	De Gise, K. Messina, M.				
<i>The Child As a Social Scientist (NJSL)</i>					
Demonstrates understanding of historical events		X	S		

Content Standards Achievement Code
 S+ - Demonstrating readiness beyond grade-level standard
 S - Secure with grade-level standard
 P - Progressing towards, but not yet meeting grade-level standard
 M - Minimal progression towards grade-level standard
 X - Not evaluated at this time

Effort Code
 3 - Exceptional
 2 - Satisfactory
 1 - Inconsistent

Course	Instructor	MP1	MP2		
Social Studies 4 (Continued)	De Gise, K. Messina, M.				
Demonstrates understanding of civics and government		S	X		
Demonstrates understanding of economics		S	S		
Demonstrates understanding of human/environmental interaction		S	S		
Demonstrates understanding of geography and mapping skills		S+	S+		
Art 4	Butterfield Bizzarro, S.				
<i>The Child As an Artist (NJSL)</i>					
Effort		3	3		
Generates, refines, completes, and presents artistic work through the process of analysis, interpretation and refinement of artistic techniques		S+	S		
Apply criteria to evaluate, respond, and reflect upon a work of art		S	S		
Relate artistic ideas and works with societal cultural, and historical context to deepen understanding		S	S		
Computers 4	Gallo, C.				
<i>The Child As a user of Technology (NJSL)</i>					
Effort		3	3		
Uses digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge		S	S		
Demonstrates an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment		S	S		
Library 4	Newton, T.				
<i>The Child in the Media Center (NJSL)</i>					
Effort		3	3		
Demonstrates ability to locate and utilize information		3	S		
Demonstrates ability to evaluate information		3	S		
Music 4	Johnson, L.				
<i>The Child as a Musician (NJSL)</i>					
Effort		3	3		
Generates, identifies, and responds to musical elements, synthesizes them in performance		S	S		
Connects to historical, cultural, and aesthetic aspects of music		S	S		
Uses the process of critique to improve performance		S	S		
PE 4	Herring, J.				
<i>The Child in Health and Physical Education</i>					
Effort		3	3		
Demonstrates health-enhanced levels of physical fitness		S	S+		
Demonstrates loco motor and non-loco motor skills		S	S+		
Demonstrates responsible personal and social behavior through positive sportsmanship and following applicable safety guidelines		S	S+		
STEM 4	Smyth, D.				
<i>The Child in Stem (NJSL)</i>					

Mendham Township Elementary School
 18 West Main Street
 Brookside, NJ 07926
 (973) 543-7107 x224

Report Card

Student: **Sullivan, Leander**
 School Year: 2023-2024
 Grade Level: 4th Grade
 Homeroom: De Gise, K.; Messina, M.
 Principal: Julianne Kotcho

Content Standards Achievement Code
 S+ - Demonstrating readiness beyond grade-level standard
 S - Secure with grade-level standard
 P - Progressing towards, but not yet meeting grade-level standard
 M - Minimal progression towards grade-level standard
 X - Not evaluated at this time

Effort Code
 3 - Exceptional
 2 - Satisfactory
 1 - Inconsistent

Course	Instructor	MP1	MP2		
STEM 4 (Continued)	Smyth, D.				
Effort		3	3		
The student uses the steps of the engineer design process when brainstorming ideas, creating a product and improving upon the initial design.		S	S		
The student shares ideas, listens to others and works well in a group to achieve a common goal.		S	S		
The Child as a Citizen	De Gise, K. Messina, M.				
<i>The Child as a Citizen (NJSL)</i>					
Works, shares and interacts cooperatively		2	2		
Accepts responsibility for own behavior		2	3		
Respects others and their property		2	2		
Follows school expectations for respecting and honoring the dignity of others		2	2		
Demonstrates appropriate self-control		2	3		
The Child as a Learner	De Gise, K. Messina, M.				
<i>The Child as a Learner (NJSL)</i>					
Uses time effectively and stays of task		2	3		
Demonstrates organizational skills		2	2		
Exhibits curiosity and a desire to extend learning		2	2		
Homeroom 4	De Gise, K. Messina, M.				
Lunch 4	De Gise, K. Messina, M.				
World Language 4	Maggiore, C.				
<i>World Language 4 (NJSL)</i>					
Effort		3	3		
Understand and communicate at the word, phrase, and simple sentence level		S	S		
Identify and recognize memorized words and phrases that bring meaning to text		S	S		
Asks questions, states needs, and preferences, and describes people, places, and things		S	S		

Attendance	MP1	MP2		
Absent	0	1		
Tardy	0	2		

Learning Habits and Citizenship Indicators
 3 - Consistently demonstrates
 2 - Occasionally demonstrates
 1 - Requires Attention

Instructor Comments

Homeroom 4

Messina, Maria	MP1	Leander is adjusting very nicely to fourth grade! He is a hard worker and cares about his assignments. Leander is always an active participant in our discussions and is a pleasure to have in our class. We look forward to a great rest of the year together!
De Gise, Kellie	MP2	Leander continues to be a dedicated and hardworking math student. Keep up the good work, Leander! Throughout marking period 2, students learned how to use Notice and Note Signposts to better comprehend the core novel, <i>The Tiger Rising</i> . Many of our class discussions focused on character development and students learned how to support their thinking with text evidence. Leander constructs his ideas with evidence from the text. He doesn't just tell us; he shows us why his ideas are right. Well done Leander!