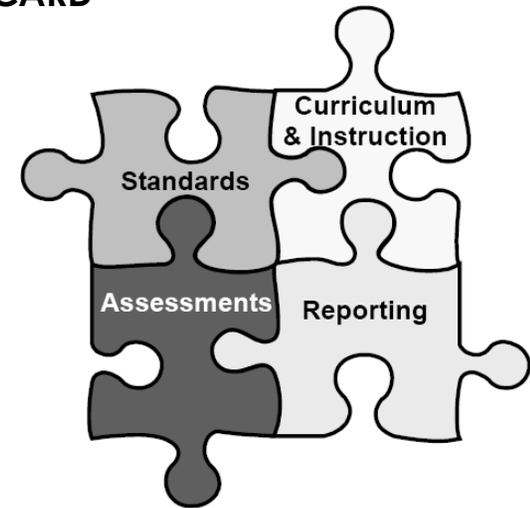


4th GRADE TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. A description of what a student should know and be able to do at a given grade level
2. A curriculum framework and/or roadmap a teacher uses to ensure that they teach to the standards
3. Assessments a teacher uses to measure the extent to which a student has met the standards
4. A reporting tool (report card) which communicates accurately a student's progress towards meeting standards at their given grade level throughout the school year



Definitions of Proficiency Levels

There are four reporting periods in which students are evaluated based on their progress toward grade-level standards. Proficiency levels are broadly defined as follows:

4- Exceeds Expectations

- Student demonstrates a deeper understanding of grade-level standards
- Student independently exceeds grade-level standards

3- Meets Expectations

- Student demonstrates knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade-level standards

2- Approaches Expectations

- Student demonstrates a partial understanding of knowledge and skills expected at this grade level
- Student is approaching the standards, however the skills are not yet mastered
- Student needs support to demonstrate the knowledge and skills expected at this grade level

1- Does Not Expectations

- Student does not demonstrate the knowledge or skills expected at this grade level
- Student is working below grade level
- Student requires continued support

A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher can collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence provide documentation of a student's progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
English Language Arts						
PALS	X					
DRA2	X	X	X	X	X	
ACHIEVE 3000 (3-10)				X	X	X
STAR Early Literacy/Reading Enterprise (K-12)	X	X	X	X	X	X
Lexia (K-12)	X	X	X	X	X	X
Accelerated Reader (1-4, 9-12)		X	X	X	X	X
Writing-Published Pieces (K-12)	X	X	X	X	X	X
Independent Reading Logs	X	X	X	X	X	X
Anecdotal Records (i.e. conferring notes, small-group instruction, text-based discussions)	X	X	X	X	X	X
Engage CF Unit Assessments (3-8)				X	X	X
Mathematics						
STAR Math Enterprise/Early Literacy (K-12)	X	X	X	X	X	X
Engage CF Math	X	X	X	X	X	
Program Assessments	X	X	X	X	X	X

COMMON CORE STATE STANDARDS For ENGLISH LANGUAGE ARTS

While the standards delineate specific expectations in reading, writing, speaking, listening and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

Reading Standards for Literature Grade 4 (RL)

Key Ideas and Details

Report Card Language: Comprehends grade-level literary text with supporting evidence

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

Craft and Structure

Report Card Language: Comprehends grade-level literary text with supporting evidence

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5. Explain major differences between poems, drama and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

Report Card Language: Comprehends grade-level literary text with supporting evidence

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

Report Card Language: Comprehends grade-level literary text with supporting evidence

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. **(Quarter 4- End of Year)**

Reading Standards for Informational Text Grade 4 (RI)

Key Ideas and Details

Report Card Language: Comprehends grade-level informational text with supporting evidence

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

Report Card Language: Comprehends grade-level informational text with supporting evidence

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

Report Card Language: Comprehends grade-level informational text with supporting evidence

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. .

Range of Reading and Level of Text Complexity

Report Card Language: Comprehends grade-level informational text with supporting evidence

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(Quarter 4- End of Year)**

Reading Standards: Foundational Skills Grade 4 (RF)

Phonics and Word Recognition

Report Card Language: Knows and applies grade-level phonics and word analysis skills decode words

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

Report Card Language: Reads grade-level text accurately and fluently to support comprehension

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards Grade 4

Text Types and Purposes

Report Card Language: Produces clear coherent writing appropriate to purpose & audience

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events or show the response of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Report Card Language: Produces clear coherent writing appropriate to purpose & audience

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

Report Card Language: Strengthens writing as needed by planning, revising and editing

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

Research to Build and Present Knowledge

Report Card Language: Conducts short research projects using several sources that builds knowledge through investigation of different aspects of a topic

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Report Card Language: Draws evidence from literary or informational texts to support analysis, reflection, and research

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
 - b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

Report Card Language: Produces clear coherent writing appropriate to purpose & audience

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards Grade 4 (L)

Conventions of Standard English

Report Card Language: Applies grade-level grammar when writing

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Report Card Language: Applies grade-level spelling, punctuation and capitalization when writing

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

Report Card Language (Writing Section): Strengthens writing as needed by planning, revising and editing

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.

Report Card Language (Writing Section): Produces clear coherent writing appropriate to purpose and audience

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

Report Card Language: Acquires and uses grade-level content area and academic vocabulary

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Speaking and Listening Standards Grade 4 (SL)

Comprehension and Collaboration

Report Card Language: Engages effectively in collaborative discussions

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review key ideas expressed and explain their own ideas and understanding in light of the discussion.
3. Identify the reasons and evidence a speaker provides to support particular points.

Report Card Language: Paraphrases portions of a text read aloud/information presented in diverse formats

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

Report Card Language: Differentiates use of formal English and informal discourse when appropriate

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

Common Core State Standards ELA link:

http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf

COMMON CORE STATE STANDARDS For MATHEMATICS

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit division; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures and symmetry.

Operations and Algebraic Thinking (4.OA)

Use the four operations with whole numbers to solve problems

Report Card Language: Uses the four operations with whole numbers to solve problems

1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.¹
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples

Report Card Language: Gains familiarity with factors and multiples

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns

Report Card Language: Generates and analyzes patterns

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten₂ (4.NBT)₂ (Grade 4 expectations in this domain are limited to whole numbers less than or equal 1,000,000)

Generalize place value understanding for multi-digit whole numbers

Report Card Language: Generalizes place value understanding for multi-digit whole numbers

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic

Report Card Language: Uses place value understanding and properties of operations to perform multi-digit arithmetic

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions₃ (4.NF)₃(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100.)

Extend understanding of fraction equivalence and ordering

Report Card Language: Extends understanding of fraction equivalence and ordering

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers

Report Card Language: Builds fractions from unit fractions by applying and extending previous understandings of operations on whole numbers

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.*
 - c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*
 - b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*
 - c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

Understand decimal notation for fractions, and compare decimal fractions

Report Card Language: Understands decimal notation for fractions, and compares decimal fractions

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. ⁴(Students who can generate equivalent fractions can develop strategies for adding fractions with like denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)*
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Measurement and Data (4.MD)

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

Report Card Language: Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Represent and interpret data

Report Card Language: Represents and interprets data

4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

Geometric measurement: understand concepts of angle and measure angles

Report Card Language: Geometric measurement: understands concepts of angles and measures angles

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
 - b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry (4.G)

Draw and identify lines and angles, and classify shapes by properties of their lines and angles

Report Card Language: Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
3. 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. Identify line-symmetric figures and draw lines of symmetry.

Mathematical Practices (As stated in the CCSS and Report Card)	Mathematical Practices (Student Friendly Language)
Makes sense of problems and perseveres in solving them	I solve problems without giving up
Reasons abstractly and quantitatively	I know how to think about words and numbers to solve problems
Constructs viable arguments and critiques the reasoning of others	I explain my thinking and ask questions to understand other people's thinking
Models with mathematics	I use math models (diagram, graph, table etc.) to show my work and solve problems in many ways
Uses appropriate tools strategically	I choose the correct math tools and explain why I used them
Attends to precision	I am careful about what I write and say so my ideas about math are clear
Looks for and makes use of structure	I use what I know to solve new problems
Looks for and expresses regularity in repeated reasoning	I look for rules and patterns to help me solve problems

Common Core State Standards Math link:

http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf

Table 2 Referenced Above

TABLE 2. Common multiplication and division situations.⁷

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	$3 \times 6 = ?$	$3 \times ? = 18$, and $18 \div 3 = ?$	$? \times 6 = 18$, and $18 \div 6 = ?$
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? <i>Measurement example.</i> You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? <i>Measurement example.</i> You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? <i>Measurement example.</i> You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,⁴ Area⁵	There are 3 rows of apples with 6 apples in each row. How many apples are there? <i>Area example.</i> What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? <i>Area example.</i> A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs \$6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? <i>Measurement example.</i> A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs \$18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? <i>Measurement example.</i> A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat? <i>Measurement example.</i> A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$, and $p \div a = ?$	$? \times b = p$, and $p \div b = ?$

⁴The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

⁵Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

Science

Technology

Please review the ELA Reading and Writing Standards that incorporate technology assessment below.

ELA Writing Standards Incorporating Technology

Report Card Language: Demonstrates understanding of basic technology operations and concepts

Writing (W)

Production and Distribution of Writing

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Progress Monitoring Boxes

This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, ELL progress insert, behavior reports, homework monitoring etc.

Work Habits and Behaviors

Research recommends that grades should not be based on behavior and other non-academic factors, but only on students' mastery of the material in a given subject. Standards based grading is focused on what students know and can do, and not on other factors. Therefore, a student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.

Teacher Comments

If additional space is needed for comments please attach teacher comment sheet to the report card.

Frequently Asked Questions

Why can't students receive an average for each subject like an A or a B?

A standards-based report card rubric (4, 3, 2, 1) measures student achievement criteria for academic performance in content area standards. Letter grades do not reflect student performance towards state and district standards. Letter grades focus on what students "do" vs. what students "know".

Are students with disabilities (SWD) held to "grade-level" standards on the report card?

Yes. The Individual with Disabilities Education Act (IDEA) requires each state, school district, and school to hold ALL students to grade-level standards. Students with Individualized Education Programs (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards. For some students with IEPs, accommodations are necessary to meet grade level standards. If accommodations do not sufficiently support the student in meeting grade level standards, modifications to the standards may be required. The IEP team must make and document these grading decisions regarding what content areas, if any, require modifications of the grade level standards.

How was the language in the report card determined?

The language from the report card was meant to mirror the Common Core State Standards. As educators we are planning based on the standards and therefore need to make sure we are in fact monitoring what it is we are teaching.

What about intervention programs?

If a student receives a particular intervention the teacher may choose to write that intervention in the progress monitoring section with feedback to the

parents/guardians.

Is there an opportunity to use N/A in a quarter when something may not be the focus?

N/A is an option in the grading key. Teachers should place an N/A when a particular standard is not addressed in that quarter.

Why isn't effort and behavior included in Content or Specialist areas?

Work habits and behaviors are intentionally kept separate. When using standards based report cards we are measuring what students know. Behavior and effort are separate because they are habits of mind. A child can have excellent behavior but they may not be proficient in a standard.

Why isn't homework or classwork on the report card?

Homework/classwork is represented as "hands in assignments on time" in the work habits and behaviors section.

Homework:

Definition: Homework is an out-of-class assignment to support learning in which most – if not all – work is completed outside the classroom.

Purpose:

The purpose of homework is to support learning in one of four ways:

- 1. Preparation:** Provides background information which allows students to gather/organize information before a lesson/instruction;
- 2. Checking for Understanding:** Provides students and teachers the opportunity to assess students' grasp of newly acquired learning;
- 3. Practice:** Reinforces acquired knowledge and skills;
- 4. Extension of Learning:** Provides the pursuit of further knowledge and/or higher level cognitive applications, or a comprehensive assignment in which students have been provided current instruction and should be completed at home.

Why are Mathematical Practices graded separately?

The practices are focused on how students engage in the mathematics.

Why are we grading the Scientist Notebook?

Scientists notebooks are expected to be used to help students develop, practice, and refine their science understanding, while also enhancing reading, writing, mathematics and communications. Therefore, it is graded as an essential component of demonstrating proficiency in science.

Why doesn't social studies have its own section on the report card?

Social studies is integrative by nature. Powerful social studies teaching crosses disciplinary boundaries to address topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action. When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.

Effective practice does not limit social studies to one specified period or time of day. Rather, elementary teachers can help children develop social studies knowledge throughout the day and across the curriculum. Children's everyday activities and routines can be used to introduce and develop important civic ideas. Integrating social studies throughout the day eases competition for time in an increasingly crowded curriculum. With a strong interdisciplinary curriculum, teachers find ways to promote children's competence in social sciences, literacy, mathematics, and other subjects within integrated learning experiences. Learning experiences reach across subject-matter boundaries, e.g., integrating history and geography as well as civics and language arts.

PROVIDENCE SCHOOL DEPARTMENT GRADE 04 – Report Card				
Q1=Quarter 1; Q2=Quarter 2; Q3=Quarter 3; Q4=Quarter 4				
Student Name:				
Teacher:				
Year:		Student ID#:		
School:				
ATTENDANCE	Q1	Q2	Q3	Q4
Absent				
Tardy				
Dismissals				

English Language Arts				
Reading	Q1	Q2	Q3	Q4
Current Reading Level (BL-Below Level, OL- On Level, AL- Above Level)				
Comprehends grade-level literary text with supporting evidence	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10			
Comprehends grade-level informational text with supporting evidence	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10			
Foundational Skills	Q1	Q2	Q3	Q4
Knows and applies grade-level phonics and word analysis skills to decode words	RF.4.3a			
Reads grade-level text accurately and fluently to support comprehension	RF.4.4a, RF.4.4ab, RF.4.4c			
Writing	Q1	Q2	Q3	Q4
Produces clear coherent writing appropriate to purpose and audience	W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.10, L.4.3c			
Strengthens writing as needed by planning, revising and editing	W.4.5, L.4.3a, L.4.3b			
Research to Build and Present Knowledge	Q1	Q2	Q3	Q4
Conducts short research projects using several sources that builds knowledge through investigation of different aspects of a topic	W.4.7, W.4.8			
Draws evidence from literary or informational texts to support analysis, reflection, and research	W.4.9			
Language	Q1	Q2	Q3	Q4
Acquires and uses grade-level content area and academic vocabulary	L.4.4a, L.4.4b, L.4.4c, L.4.5a, L.4.5b, L.4.5c, L.4.6			
Applies grade-level grammar when writing	L.4.1a, L.4.1b, L.4.1c, L.4.1d, L.4.1e, L.4.1f, L.4.1g			
Applies grade-level spelling, punctuation and capitalization when writing	L.4.2a, L.4.2b, L.4.2c, L.4.2d, L.4.2e			
Speaking / Listening	Q1	Q2	Q3	Q4
Engages effectively in collaborative discussions	SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.3			
Paraphrases portions of a text read aloud/information presented in diverse formats	SL.4.2			
Differentiates use of formal English and informal discourse when appropriate	SL.4.6			

Evaluation Key
4 – Exceeds the Standard
3 – Meets the Standard
2 – Approaches the Standard
1 – Does Not Meet the Standard
N/A – Not Assessed at this Time

For SY _____
Student will be:
Promoted <input type="checkbox"/>
Retained <input type="checkbox"/>

Mathematics				
Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Uses the four operations with whole numbers to solve problems	4.OA.1, 4.OA.2, 4.OA.3			
Gains familiarity with factors and multiples	4.OA.4			
Generates and analyzes patterns	4.OA.5			
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
Generalizes place value understanding for multi-digit whole numbers	4.NBT.1, 4.NBT.2, 4.NBT.3			
Uses place value understanding and properties of operations to perform multi-digit arithmetic	4.NBT.4, 4.NBT.5, 4.NBT.6			
Number and Operations – Fractions	Q1	Q2	Q3	Q4
Extends understanding of fraction equivalence and ordering	4.NF.1, 4.NF.2			
Builds fractions from unit fractions by applying and extending previous understanding of operations of whole numbers	4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.4c			
Understands decimal notation for fractions, and compares decimal fractions	4.NF.5, 4.NF.6, 4.NF.7			
Measurement and Data	Q1	Q2	Q3	Q4
Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit	4.MD.1, 4.MD.2, 4.MD.3			
Represents and interprets data	4.MD.4			
Geometric measurement: understands concepts of angle and measures angles	4.MD.5a, 4.MD.5b, 4.MD.6, 4.MD.7			
Geometry	Q1	Q2	Q3	Q4
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles	4.G.1, 4.G.2, 4.G.3			
Mathematical Practices	Q1	Q2	Q3	Q4
Makes sense of problems and perseveres in solving them	See the Standards for Mathematical Practice above or within the CCSS using the URL below: http://www.corestandards.org/wp-content/uploads/Math_Standards			
Reasons abstractly and quantitatively				
Constructs viable arguments and critiques the reasoning of others				
Models with mathematics				
Uses appropriate tools strategically				
Attends to precision				
Looks for and makes use of structure				
Looks for and expresses regularity in repeated reasoning				

Science	Q1	Q2	Q3	Q4
Gathers, observes, analyzes and interprets data using content area and academic vocabulary	http://www.1.providenceschools.org/curriculum/sciences			
Draws conclusions based on relevant information and evidence				
Uses appropriate tools strategically				
Demonstrates effective use of the scientist notebook				
Technology	Q1	Q2	Q3	Q4
Demonstrates proficiency of basic technology operations and concepts	W.4.6			
Locates, evaluates, and collects information from a variety of sources	W.4.8			
Uses technology resources for solving problems and making informed decisions	W.4.8			
Library & Media Science	Q1	Q2	Q3	Q4
Demonstrates application of library media skills	http://www.ala.org/aasl/sites/ala.org/aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf			
Art	Q1	Q2	Q3	Q4
Demonstrates knowledge and application of art concepts	http://www.1.providenceschools.org/curriculum/fine-arts			
Demonstrates knowledge and skill of media, tools, techniques and processes				
Music	Q1	Q2	Q3	Q4
Demonstrates evidence of music literacy (reading and understanding sound symbols), analyzing and describing music	http://www.1.providenceschools.org/curriculum/fine-arts			
Demonstrates knowledge of music concepts in playing and singing (able to perform with correct pitch, rhythm, pleasant tone, and steady beat)				
Physical Education	Q1	Q2	Q3	Q4
Uses mature form in combinations of gross motor movement	http://www.1.providenceschools.org/curriculum/health-pe--			
Applies and transfers movement skills between activities				
Health Education	Q1	Q2	Q3	Q4
Identifies and describes examples of emotional, intellectual, physical and social health	http://www.1.providenceschools.org/curriculum/health-pe--			
Describes ways to prevent injuries and health problems				

Progress Monitoring	Q1	Q2	Q3	Q4
Check box when additional information is attached				
This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, Personal Literacy Plan progress updates, ELL progress insert, behavior reports, homework monitoring, etc.				

Work Habits and Behaviors Evaluation Key				
4 – Exceeds the Expectation 3 – Meets the Expectation 2 – Working Towards the Expectation 1 – Does Not Meet the Expectation N/A – Not Applicable				
Work Habits and Behaviors	Q1	Q2	Q3	Q4
Shows best effort	A student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.			
Respects adults, peers and belongings				
Follows directions				
Participates and is willing to share relevant knowledge and experience				
Works well with others				
Demonstrates self-control				
Demonstrates organizational skills				
Hands in assignments on time				
Teacher Comments				
<i>Quarter 1</i>				
If additional space is needed for comments, please attach teacher comment sheet to the report card.				
<i>Quarter 2</i>				
<i>Quarter 3</i>				
<i>Quarter 4</i>				