



Reporting Student Progress

Fourth Grade



A Message to Parents/Guardians:

Libertyville Elementary District 70 teachers of students in kindergarten-5 utilize a standards-based report card. Standards describe what a student should know and be able to do at each grade level in all subjects, and in behavioral characteristics and work habits that support learning. We refer to those as “Characteristics of Successful Learning.”

The report card is designed to give you more information with regard to how your child is progressing in meeting those standards. Identifying standards allow teachers and students to set learning goals and measure progress from the beginning of the school year to the end. The report card was also designed to provide consistency from grade to grade and across teachers within a grade.

We hope you find this handbook helpful in understanding standards-based reporting and supporting your efforts to have meaningful conversations with your child and child’s teacher regarding progress and success at school.

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Fourth Grade Report Card

Goal of student reporting.

Student attendance information.

Libertyville District 70

Student Information

Student Name _____

Academic Year 2012-2013

Grade 4

School Information

School _____

Address _____

Teacher _____

Libertyville District 70 has established grade level learning objectives based upon state and national standards. The purpose of this report card is to communicate student progress towards achieving these established learning objectives.

Report Cards Legend for Academic Standards

E (Extends): Student demonstrates application and/or understanding that extends beyond what was taught in class.

M (Meets): Student demonstrates application and understanding of the concepts and/or skills taught in class.

A (Approaching): Student demonstrates partial understanding of the concepts and/or skills taught in class.

B (Below): Student demonstrates partial understanding, with assistance, of the concepts and/or skills taught in class.

N (Not assessed at this time)

Attendance

	T1	T2	T3
Absent	0	0	0
Tardy	0	0	0

Reading / Language Arts

Literature

Understand and compare and contrast elements of fictional text

Informational Text

Use features of non-fiction text to support inferences and summarize

Foundational Skills

Apply phonics and word analysis skills to decode and comprehend grade-level text and read fluently

Speaking & Listening

Participate in discussions and present information orally

Writing

Apply the writing process to write for a variety of purposes, and locate and use sources for research

Language

Use conventions, and identify and use figurative language

Mathematics

Operations & Algebraic Thinking

Represent and solve problems using order of operations

Numbers & Operations: Fractions

Build and compute with fractions, and explain the relationship between fractions and decimals

Numbers & Operations: Base Ten

Order whole numbers and decimals, and understand place value during computation

Measurement & Data

Use operations to solve problems of distance, time and decimals and to measure angles, area and perimeter

Geometry

Use and draw points and lines, identify and draw angles, and understand symmetry and right triangles

Science

Scientific Inquiry

Follow the scientific method to explore scientific concepts and conduct experiments

Scientific Concepts

Demonstrate knowledge of concepts in physical, life and earth sciences

Real World Connections of Life, Physical, and Earth Sciences

Relate science to real life

Social Science

Principles of Government

Understand political systems in the United States

Economics

Understand the difference between goods and services, and wants and needs

History

Understand issues and events that formed the history of Illinois and the United States

Geography

Understand how geography impacts people

Cultural Awareness

Recognize and understand differences in culture

Performance descriptors.

Progress toward meeting grade level standards.

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Progress toward making grade level standards.

Physical Education			
Skills Development			
<i>Motor, manipulative, and sports skills; game concepts and rhythmic movement</i>			
Lifelong Wellness			
<i>Lifelong fitness and wellness; fitness testing and daily classroom fitness</i>			
Music			
Knowledge of Concepts			
<i>Understand music notation, music vocabulary and qualities of expression</i>			
Application of Learning			
<i>Demonstrate rhythm, melody, vocal development and recorder skills (grades 3-5)</i>			
Art			
Knowledge of Concepts			
<i>Identify the elements of art; identify media and tools; relates art to history, society and everyday life</i>			
Application of Learning			
<i>Demonstrate knowledge of concepts through pictorial representation and classroom discussion</i>			

Report Cards Legend for Characteristics of Successful Learners			
M (Meets): Meets grade level expectations	G (Goal): Identified as a goal for improvement		
Characteristics of Successful Learners: Academics			
Come to school prepared			
Demonstrate respect			
Manage emotions and behaviors			
Cooperate with others			
Follow directions			
Listen and participate			
Work independently			
Manage time			
Produce quality work			
Seek assistance when appropriate			
Apply problem-solving skills			
Display organizational skills			
Use materials appropriately			
Seek and/or accept challenges			
Characteristics of Successful Learners: Physical Education			
Manage emotions, behaviors and demonstrate respect			
Listen, follow directions and participate			
Cooperate with others			
Come to class prepared			
Characteristics of Successful Learners: Music			
Manage emotions, behaviors and demonstrate respect			
Listen, follow directions and participate			
Uses materials appropriately			
Characteristics of Successful Learners: Art			
Manage emotions, behaviors and demonstrate respect			
Listen, follow directions and participate			
Use materials appropriately			
Teacher Comment			

Behaviors and work habits that support learning.

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Reporting Student Progress for Academics

In Libertyville School District 70, report cards are issued three times a year. If a child is having difficulty meeting established learning standards, a progress report may also be sent home mid-trimester indicating areas in which he or she is experiencing difficulty.

The following performance descriptors are used to indicate a student's progress in meeting academic learning standards.

Extends

The student consistently demonstrates an understanding and application of skills and concepts beyond what was taught in class. The student may benefit from work that is differentiated or of greater rigor.

Meets

The student demonstrates consistent understanding and application of skills and concepts taught in class. The

student is consistently on target for meeting established grade level learning standards.

Approaching

The student partially demonstrates understanding and application of skills and concepts taught in class. The student may require more exposure or practice to fully demonstrate consistent understanding and application. A mark of approaching often occurs when a new concept or skill is introduced.

Below

The student consistently requires assistance to demonstrate understanding and/or application of skills and concepts taught in class. The student may benefit from work that is adapted or from differentiated instruction in order to demonstrate better understanding or application of skills and concepts.

Reporting Student Progress for Behaviors and Work Habits

Teachers also report on behavior and work habits that contribute to, or impact learning. These are called "Characteristics of Successful Learners". The following performance descriptors are used to indicate a student's progress in meeting these standards.

Meets

The student meets grade level expectations.

Goal for Improvement

The student is not meeting grade level expectations and this behavior or work habit has been identified as a goal.

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Discussing Student Progress

Some parents, having grown up with letter grades, may at first struggle with discussing academic progress and a standards-based report card with their child. It is helpful to understand that teachers routinely discuss learning standards with students in the classroom and may refer to those standards as “I can” statements. When teaching a lesson or introducing an activity, teachers will identify the targeted standard (ie. “Our goal for this unit is to add double-digit numbers so by the end, you should be able to say, I can add double-digit numbers.”)

When prompted, students should be able to discuss with their parent(s), what their learning goals for the day were, goals or standards they have

met, and goals or standards they are working to meet. They should also be able to discuss what they need to do in order to be able to meet a goal (ie. pay attention to the end marks of sentences to read more fluently).

When a skill or concept is first introduced, it is common that a student may not be able to fully demonstrate understanding or apply that knowledge. It is not unacceptable or unexpected for a student to receive a mark of “Approaching” on work based upon newly introduced skills or concepts. While that is part of the learning process, the goal over time, is for that student to “Meet” that grade-level learning standard.

Parent-Teacher Conferences

Parent-teacher conferences are just one way to develop a strong school-home relationship. Parent-teacher conferences are held mid-way through the first trimester, typically in October, and again mid-way through the Fourth trimester, typically in February. Parent-teacher conferences are a wonderful opportunity to discuss your child’s progress and learn more about your child’s school experience. During this

time, the teacher will share examples of your child’s work, discuss his or her progress in meeting standards or learning goals, and answer any questions you might have. The teacher also will suggest ways to support your child at home. Don’t hesitate to contact your child’s teacher if you have specific topics you would like to discuss during a conference.

Subject Area Standards

The following pages contain skills and concepts within learning standards that students should know and be able to do by the end of Fourth grade. The learning standards are aligned with the Illinois Learning Standards and the Common Core Standards for English/language arts and mathematics.

Reading/Language Arts Learning Standards

Literature

Use what I know and give examples from the text to support an inference

Summarize the text

Tell who is narrating the story (ie. first person, third person)

Compare and contrast themes and topics

Compare and contrast 2 or more characters, settings or events

Informational Text

Use what I know and give examples from the text to support an inference

Summarize the text in my own words

Explain what happened, when it happened and why

Use text features (graphs, captions, charts, pictures and headings)

Foundational Skills

Use prefixes, suffixes, roots and bases to read

Read the way I talk with expression

Writing

Write a persuasive essay

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Write a narrative essay

Write an expository essay

Plan, revise and edit my writing

Find and use different resources to do research

List my resources

Speaking and Listening

Share my ideas and listen to others

Clearly present information to my classmates

Language

Write a complete sentence with correct capitalization and punctuation

Write a sentence and the subject and verb agree

Identify and use similes

Identify and use metaphors

Identify and use idioms

Give examples of synonyms and antonyms

Use strategies to read unknown words

Use science vocabulary to explain what I know

Use social studies vocabulary to explain what I know

Mathematics Learning Standards

Operations & Algebraic Thinking

Solve word problems using multiplication and division and use drawings and equations to show my work

Solve multistep word problems using the four operations and drawings, and am able to interpret their remainders.

Show problems using equations with a letter standing for the unknown variables.

Analyze an answer to determine if it is reasonable and makes sense (using mental computation and estimation strategies).

Tell all factor pairs and multiples for whole numbers between 1-100.

Numbers & Operations: Fractions

Make and explain equivalent fractions.

Compare two fractions with different numerators and denominators (determine which is greater than, less than, equal to, closer to 1, etc.)

Break up fractions into smaller fractional parts ($3/8 = 1/8 + 1/8 + 1/8$)
($3/8 = 1/8 + 2/8$)

Solve word problems involving addition and subtraction of fractions and mixed numbers (using pictures, tools, and equations).

Solve word problems involving multiplication of a fraction by a whole number.

Convert fractions to decimals with denominators of 10 and 100, and I can make a fraction into a decimal number.

Compare two decimals numbers in the hundredths using (greater than, less than, equal to).

Numbers & Operations: Base Ten

Identify the value of a digit based on its place value.

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Read and write multi-digit whole numbers in many forms (base ten numerals, number names, and extended form).

Round multi-digit whole numbers to any place.

Easily add and subtract multi-digit whole numbers.

Multiply two multi-digit numbers.

Explain the multiplication process using equations, rectangular arrays, and/or area models.

Find the answer (with remainders) and explain division problems with up to four-digit dividends and one-digit divisors.

Measurement & Data

Know the different sizes of measurement units within each unit system. (km-m-cm; hr-min-sec; lb-oz; l-ml; kg-g).

Express measurements by converting larger units into smaller units.

Use the four operations to solve word problems involving distances.

Use the four operations to solve word problems involving intervals of time.

Use the four operations to solve word problems involving liquid volumes and masses of objects.

Use the four operations to solve word problems involving simple fractions or decimals.

Represent measurement quantities using diagrams (number line, bar graph, etc.)

Apply the perimeter formula for rectangles in real world and mathematical problems.

Apply the area formula for rectangles in real world and mathematical problems.

Know the concept of angle measurements, and can measure angles.

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Geometry

Draw points, lines, line segments, rays, and perpendicular and parallel lines, and identify these in two-dimensional figures.

Draw angles (right, acute, obtuse) and identify these in two-dimensional figures.

Identify and draw the lines of symmetry in a figure.

Social Science Learning Standards

Principles of Government

Explain the roles of the three branches of government

Explain the different levels of government (local, state and federal)

Explain democracy

Economics

Describe the relationship between supply and demand

Explain how regional resources affect the economy

History

Explain how the United States changed over time

Explain how Illinois expanded over time

Geography

Identify geographic features of each region

Compare the geographic features of each region

Understand how geographic features impact the natural resources of a region

Use maps to identify and compare information

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Cultural Awareness

Explain cultural contributions in each region

Science Learning Standards

Physical Science

Compare and contrast the three states of matter

Compare the properties (density, mass, volume and solubility) of different matter

Identify a physical change in matter

Identify a chemical change in matter

Identify conductors and insulators

Create open and closed circuits

Create series and parallel circuits

Explain how objects charge

Life Science

Compare and contrast living things and where they live

Explain the parts of an ecosystem

Explain how living things interact in an ecosystem

Explain the difference between living and non-living

Classify plants and animals

Earth Science

Explain the water cycle

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Explain how different tools predict the weather

Explain the rock cycle

Identify properties of minerals

Explain how the three different types of rocks are formed

Real World Connections of Life, Physical, Earth and Space Sciences

Explain how my actions affect the environment

Explain how technology and science has changed

Explain how technology and science affects my life