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A Family's Guide to Standards and Report Cards

FOURTH GRADE



Working Together

To support families in realizing the goals of the Colorado Academic Standards, this document provides an overview of the learning expectations for fourth grade. This guide summarizes specific grade-level standards and indicators used for determining progress within each content area in Adams 12 Five Star Schools. The district provides this information as a tool to help families support each student's learning.

The Purpose of Standards

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

The Purpose of Report Cards

Adams 12 Five Star Schools' elementary report cards provide information about each student's progress toward meeting grade-level standards across seven content areas: English Language Arts/Literacy, Mathematics, Science, Social Studies, Music, Physical Education, and Visual Arts. Additional comments from the student's teachers may also be included. A report card is sent home at the end of each semester, in January and May. Please know that the report card is designed to describe a student's overall progress toward grade-level standards and expectations. A report card should not serve as the only communication between the school and parents. The Five Star District believes in the importance of maintaining open, ongoing communication with all parents and guardians. Families are strongly encouraged to communicate with teachers throughout the school year to ensure that there is a strong bond and partnership between home and school.

Fourth Grade

English Language Arts/Literacy



The bold headings below summarize the broad areas of *English Language Arts/Literacy Standards* studied in fourth grade.

Reading

The student demonstrates the ability to

- comprehend and draw evidence from literary and informational text
- show full understanding of the text when referring to explicit details and examples
- use context to determine the meaning of words and phrases
- explain inferences drawn from the text

Writing

The student demonstrates the ability to

- provide effective development of ideas, including when drawing evidence from multiple sources
- use reasoning, details, text-based evidence, and/or description
- organize topics and ideas and include an introduction and conclusion
- include linking words, descriptive words, and/or temporal words to express ideas with clarity

Speaking and Listening

The student demonstrates the ability to

- collaborate effectively with diverse partners, following agreed-upon rules
- come to discussions prepared, having read or studied required materials
- draw on information to explore ideas under discussion
- build on others' ideas and express own ideas clearly

Language

The student demonstrates the ability to

- use grade-level conventions of Standard English consistent with edited writing
- maintain clarity of meaning throughout the response

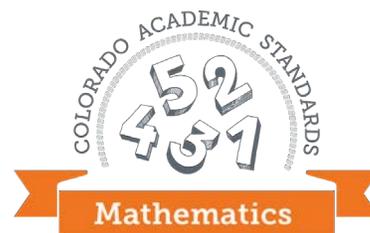
English Language Arts/Literacy Rubric

The rubric below provides a general description of a student's literacy proficiency in terms of the skills specified in the grade-level standards as demonstrated through a body of evidence. NOTE: Students must be able to BOTH read and comprehend a variety of grade-level literature and informational texts AND demonstrate appropriate literacy skills for each level descriptor.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
READING	READING	READING	READING
The student independently demonstrates the skills of reading standards with above grade-level texts. OR The student demonstrates the skills beyond grade-level reading standards with grade-level texts.	The student independently demonstrates the skills of reading standards with grade-level texts.	The student independently demonstrates the skills of reading standards with below grade-level texts. OR With support, the student demonstrates the skills of reading standards with grade-level texts.	The student demonstrates limited understanding of the skills of reading standards with below grade-level texts. OR With significant support, the student demonstrates limited understanding of the skills of reading standards with grade-level texts.
WRITING & LANGUAGE	WRITING & LANGUAGE	WRITING & LANGUAGE	WRITING & LANGUAGE
The student independently demonstrates the skills beyond grade-level writing and language standards.	The student independently demonstrates the skills of grade-level writing and language standards.	With support, the student demonstrates the skills of grade-level writing and language standards.	With significant support, the student demonstrates limited understanding of grade-level writing and language standards.

Fourth Grade Mathematics

The bold headings below summarize the broad areas of *Mathematics Content Standards* studied in fourth grade. Mathematics content learning at all grade levels is embedded in *Standards for Mathematical Practice* that foster student expertise in problem solving, conceptual understanding, modeling the world using mathematics, and communication of mathematical reasoning.



Operations and Algebraic Thinking

The student will

- use the four operations with whole numbers to solve problems
- gain familiarity with factors and multiples
- generate and analyze patterns

Number and Operations in Base Ten

The student will

- generalize place value understanding for multi-digit whole numbers
- use place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations—Fractions

The student will

- extend understanding of fraction equivalence and ordering
- build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- understand decimal notation for fractions and compare decimal fractions

Measurement and Data

The student will

- solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- represent and interpret data
- understand the concepts of angle and angle measure

Geometry

The student will

- draw and identify lines and angles, and classify shapes by properties of their lines and angles

Mathematics Rubric

The rubric below provides a general description of student work with mathematics standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of mathematical concepts and skills AND explain mathematical thinking for each proficiency level descriptor.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
<p>The student uses developmentally appropriate mathematical concepts and skills to solve unusual or extended response problems with limited errors.</p> <p style="text-align: center;">AND</p> <p>The student's explanations, and reasoning are complete, logical, and detailed.</p>	<p>The student uses appropriate mathematical concepts and skills to solve familiar problems with limited errors.</p> <p style="text-align: center;">AND</p> <p>The student's explanations and reasoning are complete and logical but lack details.</p>	<p>The student appears to understand some appropriate mathematical concepts and skills but is inconsistent in finding solutions.</p> <p style="text-align: center;">AND</p> <p>The student's explanations and reasoning are incomplete or lack logical flow.</p>	<p>The student appears not to understand appropriate mathematical concepts and skills and is unsuccessful in finding solutions.</p> <p style="text-align: center;">AND</p> <p>The student's explanations are absent or do not match process/solution.</p>

Fourth Grade Science

The bold headings below summarize the three strands that comprise *Science Content Standards* in fourth grade and *Science Practices* necessary for the advancement of science in our society. Skills critical to success in science include **observing, collecting, analyzing, and interpreting evidence.**



Life

The student demonstrates the ability to

- construct an argument that plants and animals have internal and external structures that are interdependent and function to support survival, growth, behavior, and reproduction
- describe how animals receive information through their senses, process the information in the brain and respond to the information in different ways

Physical

The student demonstrates the ability to

- identify and describe a variety of energy
- describe transfer and transformations of energy in a system
- Use evidence to explain that the speed of an object relates to the energy of that object
- Make predictions about the changes in energy that occur when objects collide
- Develop a model of waves to describe amplitude and wavelength
- Generate and compare multiple solutions that use patterns to transfer information

Earth

The student demonstrates the ability to

- identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time
- Use observations to explain how water, ice, wind, or vegetation affect the rate of weathering and erosion.
- Analyze and interpret data from maps to describe patterns of Earth's features.
- Describe the effects of obtaining and using fuel from natural resources on the environment
- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans

Science Practices

The student demonstrates the ability to

- The student demonstrates the ability to
- communicate scientific thinking orally and in writing using words and visual representations (models, graphs, diagrams, pictures)
- ask questions to further understanding and determine which questions are testable
- plan and carry out a scientific investigation

Science Rubric

The rubric below provides a general description of student work with science standards at four levels of proficiency. NOTE: Students must be able to demonstrate BOTH skills AND conceptual understanding.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student consistently and independently applies standards-based skills and understanding of concepts to new or novel situations.	The student consistently and independently applies standards-based skills and understanding of concepts in familiar situations.	The student inconsistently applies standards-based skills and/or understanding of concepts in familiar situations.	The student demonstrates limited ability to apply standards-based skills and/or understanding of concepts.

Fourth Grade Social Studies

The bold headings below summarize the broad areas of *Social Studies Content Standards* studied in fourth grade. Fourth grade social studies is dedicated to telling the story, past and present, of Colorado by examining the historical development, economic and governmental structures, and resources connected to our state.



History

The student demonstrates the ability to

- analyze primary source historical accounts about Colorado history
- describe interactions among people and cultures that have lived in Colorado
- analyze various eras in Colorado history and their relationship with eras in United States history

Geography

The student demonstrates the ability to

- create and investigate geographic questions about Colorado in relation to other places
- use geographic grids to locate places on maps and images to answer questions
- explain how physical environment influenced settlement and growth

Economics

The student demonstrates the ability to

- describe unique resources and services provided in Colorado
- define choice and opportunity cost

Civics

The student demonstrates the ability to

- examine and discuss multiple perspectives on state issues
- explain the three branches of state government and the relationships among them
- describe how the decisions of the state government affect local government and interact with federal law

Social Studies Rubric

The rubric below provides a general description of student work with social studies standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of social studies concepts and skills AND apply the tools of a historian, geographer, economist, and political scientist.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.

Fourth Grade Visual Arts



The bold headings below summarize the broad areas of *Visual Art Content Standards* studied in fourth grade. In fourth grade, students will use a variety of media to create art that communicates personal meaning. The student will determine artistic intent and learn to interpret works of art. The student will continue to develop the skills of critique.

Observe and Learn to Comprehend

The student demonstrates the ability to

- determine artistic intent by comparing and contrasting the elements* and principles** in works of art
- understand works of art articulate and express different points of view
- make inferences about the artist’s feelings and perspective when responding to works of art

Envision and Critique to Reflect

The student demonstrates the ability to

- critique personal works of art and the works of others by offering suggestions and recommendations
- interpret works of art

Invent and Discover to Create

The student demonstrates the ability to

- use media to express and communicate ideas with meaning in a work of art
- use materials and processes in traditional, unique, and inventive ways

Relate and Connect to Transfer

The student demonstrates the ability to

- make personal meaning and infer artistic intent
- interpret and discuss works of art of various historical periods and cultures

***elements of art:** line, shape, texture, color, value, space, form

****principles of design:** emphasis, movement, balance, contrast, unity, pattern, rhythm

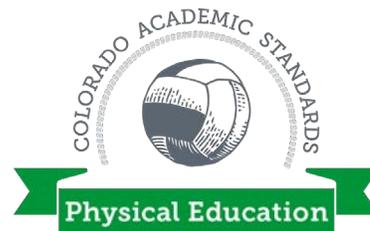
Visual Arts Rubric

The rubric below provides a general description of student work with visual arts standards at four levels of proficiency. NOTE: The student must be able to BOTH demonstrate appropriate use of art concepts and skills AND apply the tools of an artist.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.

Fourth Grade Physical Education

The bold headings below summarize the broad areas of *Physical Education Standards* in fourth grade. In fourth grade, students focus on the importance of motor skills and movement concepts to be successful in physical activity and/or sports. The FITT principles (frequency, intensity, time and type) and the four fitness components are introduced.



Movement Competence and Understanding

The student will

- dribble and pass an object such as a basketball or soccer ball to a moving receiver
- use a variety of manipulatives to throw or kick to a moving target
- use peer assessment tools to recognize and evaluate the critical elements of movement in a variety of physical activities

Physical and Personal Wellness

The student will

- demonstrate an exercise that positively impacts each component of health related physical activity
- explain how the four health related fitness components (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) affect ability to participate normally in everyday activities

Prevention and Risk Management

The student will

- list the benefits of following and risks of not following safety procedures and rules associated with physical activity

Physical Education Rubric

The rubric below provides a general description of student work with physical education standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of physical education concepts and skills AND apply them to a healthy lifestyle.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student consistently demonstrates understanding of the movement skill or concept beyond the grade-level standard.	The student consistently demonstrates understanding of the movement skill or concept within the standard.	The student inconsistently demonstrates understanding of the movement skill or concept within the standard.	The student demonstrates limited understanding of the movement skill or concept within the standard.

Fourth Grade Music

The bold headings below summarize the broad areas of *Music Content Standards* studied in fourth grade. Fourth grade music is dedicated to further study of singing technique, rhythm, musical phrasing and form, and appreciation of music. Note: not all of the areas listed below will be assessed in both semesters.



Expression - Performing

The student will be able to

- perform three part rounds
- perform two basic chords
- perform a five-pitch melody
- perform created rhythm composition

Creation - Composing and Improvising

The student will be able to

- create 4-8 measure rhythm patterns
- create 4-8 measure melody patterns using five pitches

Theory - Music Literacy

The student will be able to

- notate 4-8 measure rhythm patterns
- notate 4-8 measure melody patterns using five pitches

Aesthetic Valuation - Appreciation and Evaluation

The student will be able to

- respond to and analyze music through participation, performance, and the creative process
- express specific preferences in music through informed judgements

Music Rubric

The rubric below provides a general description of students work with music standards at four levels of proficiency. NOTE: students must be able to BOTH demonstrate appropriate use of music concepts and skills AND apply the tools of a musician who performs, composes, and appreciatively listens.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student meets the above skills and demonstrates accurate content knowledge consistently and independently.	The student meets the above skills and demonstrates accurate content knowledge inconsistently or only with support.	The student demonstrates limited understanding of the skills and content of the standard.

