

Advantages of a Standards-Based Report Card

In addition to providing you and your student with greater detail about achievement and progress toward grade level standard, the standards-based report card has other advantages. A standards-based grading and reporting system will:

- Allow students more than one opportunity to show what they know, understand, and can do
- Make grading more clear and consistent
- Give feedback to students and parents so that students can work to improve their performance or redo an assignment
- Connect grading and reporting to district standards

The ultimate goal of all achievement reporting is the improvement of the educational and developmental experiences of all children. Our grading system will help our district accomplish this goal.

Report Card Standards vs. Benchmark Assessments

Standard scores represent a student's growth toward end-of-year standards and is based on a variety of daily assignments. **Benchmark assessment scores** represent a one time assessment score that does not necessarily show a student's complete progress towards end of year standard.

What are the Benchmark Assessments and What Do They Measure?

- **Independent Text Level**
Students demonstrate the level at which they can read and understand a book independently. The teacher, parent and/or student can use the level as a guide for choosing "just-right" books for independent reading.
- **Writing**
Students demonstrate their ability to write well in response to a writing prompt. This benchmark is given every year, Kindergarten through Fifth Grade.
- **MAC**
Students demonstrate their ability to solve mathematical problems in response to a task or situation. This benchmark is given every year, Second Grade through Fifth Grade.

Additional Content Standards

Content Standards for Science, History-Social Science, Health, Physical Education, and Visual & Performing Arts can be found at the California Department of Education's website:

<http://www.cde.ca.gov/be/st/ss/>

Technology Literacy Standards can be found at the International Society for Technology in Education's website:

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

SANTA CLARA UNIFIED SCHOOL DISTRICT

Fourth Grade Standards for Grading and Reporting



"Preparing students of all ages and abilities to succeed in an ever-changing world"

Mathematics

Number Sense

Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers

- Read and write whole numbers in the millions
- Order and compare whole numbers and decimals to two decimal places
- Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand
- Use concepts of negative numbers
- Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places

Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals

- Estimate and compute the sum or difference of whole numbers and positive decimals to two places

Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations

- Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi-digit numbers
- Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi-digit number by a two-digit number and for dividing a multi-digit number by a one-digit number; use relationships between them to simplify computations and to check results
- Solve problems involving multiplication of multi-digit numbers by two-digit numbers
- Solve problems involving division of multi-digit numbers by one-digit numbers

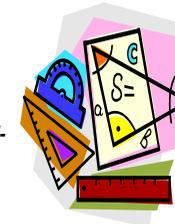
Students know how to factor small whole numbers

- Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers

Algebra and Function

Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences

- Continue identifying, describing, and extending numeric patterns involving all operations and nonnumeric growing or repeating patterns. Through these experiences, they develop an understanding of the use of a rule to describe a sequence of numbers or objects.



- Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations
- Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given

Students know how to manipulate equations

- Know and understand that equals added to equals are equal
- Know and understand that equals multiplied by equals are equal

Geometry and Measurement

Students understand perimeter and area

- Recognize that rectangles that have the same area can have different perimeters
- Understand that rectangles that have the same perimeter can have different areas
- Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes

Students use two-dimensional coordinate grids to represent points and graph lines and simple figures

- Understand that the length of a horizontal line segment equals the difference of the x -coordinates
- Understand that the length of a vertical line segment equals the difference of the y -coordinates

Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems

- Identify lines that are parallel and perpendicular
- Identify the radius and diameter of a circle
- Identify congruent figures
- Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90° , 180° , 270° , and 360° are associated, respectively, with $1/4$, $1/2$, $3/4$, and full turns

Statistics, Data Analysis and Probability

Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings

- Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts
- Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets

Mathematics, cont'd.

Math Reasoning

Students make decisions about how to approach problems

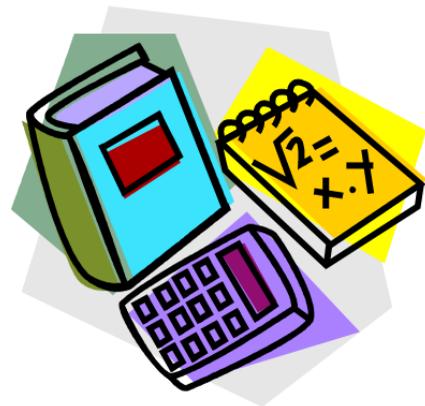
- Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns
- Determine when and how to break a problem into simpler parts.

Students use strategies, skills, and concepts in finding solutions

- Use estimation to verify the reasonableness of calculated results
- Apply strategies and results from simpler problems to more complex problems
- Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning
- Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work
- Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy
- Make precise calculations and check the validity of the results from the context of the problem

Students move beyond a particular problem by generalizing to other situations

- Evaluate the reasonableness of the solution in the context of the original situation
- Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems
- Develop generalizations of the results obtained and apply them in other circumstances



Language Arts

Frequency and Variety of Reading

- Reads and responds to a wide variety of significant children's literature
- Reads 25 chapter books or book equivalents a year, independently and regularly participates in discussions of his/her reading with another student, group or adult
- Reads informational materials to develop understanding and expertise
- Reads his/her own writing
- Reads the functional and instructional messages both inside and outside the classroom
- Listens to and discusses at least one chapter or chapter equivalent read to them daily

Literature

- Reads and is read quality literature daily to model the language and craft of good writing
- Recognizes genre features, understands differences among genres and compares works by different authors in the same genre
- Notes and talks about author's craft

Discussing (Listening and Speaking)

- Asks and responds to relevant thoughtful questions with appropriate elaboration in discussions
- Draws texts together to compare and contrast themes, characters and ideas
- Examines the reasons for a character's actions, accounting for situation and motive
- Identifies the main events of the plot, their causes and the influence of each event on future actions
- Makes well developed connections relating new topic and information to prior knowledge and experience
- Produces written and oral work that summarizes and extends information learned
- Uses details, examples, anecdotes, or experiences to explain or clarify information

Accuracy and Fluency

- Reads aloud unfamiliar Level S books fluently with 98% accuracy or better after being given a book introduction

Self-Monitoring and Self-Correction Strategies

- Monitors his/her own reading, noticing when text does not make sense and uses a variety of strategies for figuring it out
- Uses syntax to figure out the meaning of new words
- Infers the meaning of words from roots, prefixes and suffixes, and contextual meaning of the text
- Analyzes the relationships among different parts of a text

Comprehension

- Makes and confirms predictions, makes connections, and draws conclusions based on text and schema
- Uses appropriate comprehension strategies for different purposes
- Uses questioning strategies to enhance meaning
- Uses knowledge of plot, setting, character traits and motives to

infer cause of actions and events

- Identifies and uses structural patterns of informational text to enhance meaning
- Compares and contrasts information on the same topic after reading several passages or articles
- Distinguishes between cause and effect and between fact and opinion in informational text
- Follows multi-step instructions or directions in more complicated functional texts

Vocabulary

- Notices and shows interest in understanding unfamiliar words in texts read aloud
- Applies knowledge of word origins, derivations, synonyms, antonyms, homographs and idioms to determine meaning of complex words and phrases
- Identifies nouns, verbs, adjectives and adverbs meaning in terms of function, features, and category
- Identifies and correctly uses words with multiple meaning

Decoding and Word Recognition

- Understands basic features of reading
- Selects letter patterns and knows how to translate them into spoken language by using phonics, syllabication and word parts
- Applies word knowledge to achieve fluent oral and silent reading

Frequency and Variety of Writing

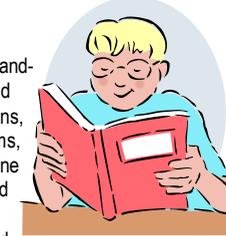
- Writes daily
- Generates topics for writing and makes decisions about which pieces to revisit and refine
- Revises, edits and proofreads work using the writing process
- Uses traditional structures for conveying information
- Applies commonly agreed upon criteria to self evaluate work

Sharing Events, Telling Stories: Narrative Writing

- Engages the reader by establishing a context, creating a point of view
- Establishes a situation plot, point of view, setting and conflict
- Creates an organizing structure
- Includes sensory details and concrete language to develop plot and character
- Excludes extraneous details and inconsistencies
- Develops complex characters
- Uses a range of appropriate strategies
- Provides a sense of closure

Informing Others: Informational Writing

- Engages the reader by establishing a context
- Creates an organizing structure appropriate to a specific purpose, audience, and context
- Includes appropriate facts and details, quoting and paraphrasing information sources, and citing them appropriately
- Excludes extraneous and inappropriate information
- Uses a range of appropriate strategies
- Provides a sense of closure



Getting Things Done: Functional Writing

- Engages the reader by establishing a context
- Provides a guide to action that anticipates the reader's needs
- Creates expectations through predictable structures
- Makes use of appropriate writing strategies
- Includes relevant information
- Excludes extraneous information
- Anticipates problems, mistakes, and misunderstandings that might arise for the reader
- Uses language that is straightforward and clear
- Provides a sense of closure

Producing and Responding to Literature

- Produces work in at least one literary genre that follows the conventions of the genre
- Engages the reader by establishing a context, creating a persona
- Advances a judgment that is interpretive or reflective
- Supports a judgment through references to the text, references to other works, authors, non-print media, or references to personal knowledge
- Demonstrates an understanding of the literary work
- Provides a sense of closure

Style and Syntax

- Demonstrates a basic understanding of the rules of the English language in written and oral work
- Selects the structures and features of language appropriate to the purpose, audience, and context of the work
- Uses appropriate syntactic patterns
- Rearranges words, sentences, and paragraphs to improve or clarify the meaning and sharpen the focus
- Reconsiders the organizational structure when appropriate

Vocabulary

- Uses words learned from reading and class discussions
- Identifies and uses regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions

Spelling

- Notices and uses strategies to correct spelling
- Spells roots, inflections, suffixes and prefixes, and syllable constructions correctly

Punctuation, Capitalization

- Uses parentheses, commas in direct quotations, contractions and apostrophes in the possessive case of nouns
- Uses underlining, quotation marks, or italics to identify titles of documents
- Capitalizes names of magazines, newspapers, works of art, books, musical compositions, organizations, and the first words in quotations
- Uses correct indentation

Penmanship

- Writes legibly allowing margins and correct spacing