

COMMON CORE REPORT CARDS

The Common Core standards describe what a student should know and be able to do in English Language Arts and Math at each grade level. The Common Core standards are designed to be relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers. Our District report card is aligned to the Common Core standards.

This brochure explains some of the key features of the report card and the Common Core standards for Math and English Language Arts. If you have further questions feel free to contact your student's teacher or the school principal.



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PARENT K-6 REPORT CARDS GUIDE



GRADE 4

DATES - 2017-18

REPORT
CARD: DEC 14
JUNE 6

PROGRESS
REPORT: OCT 13
MAR 16

ENGLISH LANGUAGE ARTS

Reading:

Fourth grade students will read grade level text fluently and with understanding. They will determine the meaning of complex literature and informational text through careful analysis of details, examples, and the author's use of language. Students in the fourth grade make sense of content presented in many ways, including audio and video media formats, as well as content presented digitally and in text format.

Writing:

Fourth grade students will write and publish a variety of written text, including opinions, nonfiction writing that explains a topic, and fictional and personal narratives. Students will write pieces of varying length for many different purposes and audiences. 4th grade students will use multiple resources to write research papers. With support and guidance from their teacher and classmates, students will write clearly using grade-level grammar. Students in the fourth grade will edit and publish their writing using technology.

Speaking & Listening:

When engaged in speaking and listening tasks, fourth grade students will be able to effectively communicate with their peers and with their teacher. Students will understand oral communication, and analyze and evaluate information obtained from various media formats. Students will be able to clearly present information orally in many contexts, and will be able to use digital media to present information.

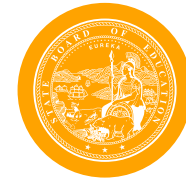
Language:

When reading, writing, speaking, and listening, fourth grade students will use grade-level appropriate grammar and spelling. Students will develop their vocabulary through reading in context, with a primary focus on understanding the use of figurative language. Fourth grade students will have the ability to use a wide range of academic vocabulary when engaged in learning tasks.

MATH

STUDENTS IN GRADE 4 WILL WORK TOWARDS COMMON MATH UNDERSTANDINGS IN THE FOLLOWING KEY AREAS:

- Understand and become fluent with multiple digit multiplication (i.e. $12,234 \times 567$) and division (i.e. $12,234/567$).
- Understand equivalent fractions (fractions that are equal) and be able to add and subtract fractions with the same denominator (i.e. $\frac{1}{4} + \frac{3}{4}$), as well as multiplying whole numbers with fractions (i.e. $3 \times \frac{1}{5}$).
- Analyze and evaluate geometric figures (shapes), and place them into categories based on their similarities.
- Work towards fluency with adding and subtracting numbers up to 1,000,000.



ENGLISH LANGUAGE DEVELOPMENT

(Only applicable to Language Learners)

If your student is an identified English Learner, the appropriate box will be marked stating: ***These grades are reflective of both content standards and English Language Development Standards.***

Your student's language development may change from one marking period to the next due to their language learning progression.

THE CA ELD STANDARDS ARE DESIGNED TO:

- Amplify the language knowledge, skills, and abilities of these standards, essential for school success;
- Be used **in tandem** with the CA Common Core State Standards for instruction and grading purposes;
- Create realistic expectations of what students should do with language;
- Set clear developmental stages of language;
- Provide families and caretakers with a tool for discussing learning progress and ways to support their children's language and development at home.

KEY FEATURES

LEVELS OF ACHIEVEMENT: 4, 3, 2, 1

A standards-based report card's rubric approach (4,3,2,1) provides information about students' development of semester goals. Development is measured as: 4 = Thorough, 3 = Adequate, 2 = Partial, 1 = Minimal.

Your student's developmental progress may change from one marking period to the next due to a variety of factors. This means a student may meet the grade-level expectations during the first marking period, but as the expectations (rigor, language demands and/or ability) increase, the student may not demonstrate the same level of achievement during the next marking period.

Standards-based reporting separates the learning behaviors from their academic abilities while maintaining consistency among grade levels.

EFFORT: +, ✓, —

Effort indicates students' completion of assignments, homework, attention to detail and perseverance.

+ = Strong Effort

✓ = Adequate Effort

— = Lack of Effort