

Grade 4 Report Card Guide

Columbia Heights Public Schools uses a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** CHPS uses standards-based reporting, and **how** to read your student's report card.

What is standards-based reporting?

The state of Minnesota has identified standards for all subject areas. These standards identify what students should know and be able to do. Districts are required to implement these standards to ensure all students have access to high-quality content and instruction. In a standards-based reporting system, students' academic performance is measured relative to grade level standards.

Why standards-based reporting?

A standards-based reporting system provides:

- Clear targets for students and families that explain what is expected of students by the end of the year
- A more thorough explanation of the skills and concepts needed in order for students to meet each standard
- Information about students' current academic progress in relation to where they need to be by the end of the year
- Objective grading criteria for all students; students are scored based on the level at which they show proficiency of the standard, not how they perform relative to other students
- A focus on evidence of learning

Columbia Heights Public Schools values families as partners. We commit to providing families with timely, accurate, and useful information about student progress.

Please do not hesitate to reach out with any questions you may have about your student's report card.

How do I read my student's report card?

To represent the different levels of performance your student will demonstrate during the learning process, you will see the numbers 1, 2, 3 and 4. The expectation is that students will achieve a 3 (Meets Grade Level Standard) **by the end of the year**. In standards-based reporting, 1s and 2s are expected and progress is celebrated!

1	2	3	4
<p>Does Not Meet Grade Level Standard</p> <p>Anything less than criteria for "In progress."</p>	<p>In Progress Toward Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires with guidance and support.</p>	<p>Meets Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently.</p> <p>End of Year Goal</p>	<p>Above Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently, in addition to the benchmarks in the next grade level.</p>

Social Skills

Elementary students in Columbia Heights Public Schools learn social skills through the acronym CARES. The following social skills categories are marked on report cards:

Cooperation	Shows cooperation
Assertion	Shows assertion in appropriate ways
Responsibility	Takes responsibility for actions and work
Empathy	Shows empathy
Self-Control	Demonstrates self-control

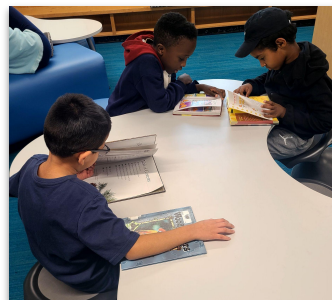


Language Arts

The Language Arts portion of the report card is divided into three categories: Reading; Writing; and Listening, Speaking, Viewing & Exchanging Ideas. Each section identifies the Minnesota English Language Arts (ELA) anchor standards for the grade level. Each anchor standard is the same for all grade levels K–12, with benchmarks that are grade-level specific. Benchmarks describe the skills and concepts expected by the **end of the grade level**.

Reading Standards	To meet this grade level standard, the student can...
Knows and applies grade-level phonics and word analysis skills in decoding words	Use knowledge of letter-sound correspondences, syllabication patterns, and word origin to decode and comprehend unfamiliar multisyllabic words in and out of context.
Reads grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension	Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.
Reads and comprehends a variety of grade-level texts independently	<ul style="list-style-type: none"> • Read independently and monitor understanding of grade-level text; self-correct as needed, using more advanced metacognitive strategies including, but not limited to, making inferences and connecting text to background knowledge, building on strategies learned in previous grade levels, with guidance and support. • Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity. • Locate, select, and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections.

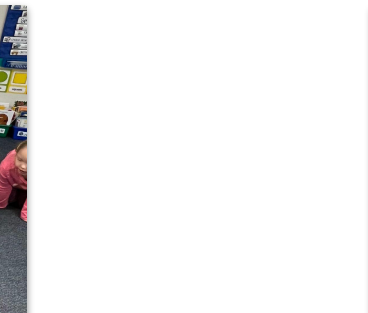
Reading Standards, continued	To meet this grade level standard, the student can...
Reads critically to understand and make meaning of themes and central ideas in fiction and non-fiction texts	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Summarize the text. • Determine a theme or central idea of a story, drama, or poem from details in the text. • Describe a literary element in detail, drawing on specific details from literary text. • Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.
Applies knowledge of how fiction and non-fiction texts are organized to make meaning	<ul style="list-style-type: none"> • Determine the impact on the text of literary text features and narrative point of view (first person, second person, third person point of view). • Describe the informational text structure (including, but not limited to sequence and chronology) of events, ideas, concepts, or information in a text or part of a text. • Interpret the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
Analyzes how multiple factors influence the content, meaning, and style of fiction and non-fiction texts	<ul style="list-style-type: none"> • Determine the author's stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters. • Identify the time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose. • Identify fact and fiction/opinion in a text and place on a continuum of fact to fiction (e.g., informational text, memoir, historical fiction, fantasy).
Explains the argument and evidence in non-fiction texts	Explain how an author uses reasoning and evidence to support an argument.
Examines the impact of vocabulary and word choice on content, style and meaning in fiction and non-fiction texts	<ul style="list-style-type: none"> • Distinguish literal from figurative language in stories, poems, or songs. • Demonstrate understanding of word origins (morphology and etymology) in academic vocabulary.
Accesses, gathers, and assesses relevant information from a variety of sources.	<ul style="list-style-type: none"> • Collect information from a variety of sources in different formats on a topic of personal interest or academic focus. • Question and assess validity and credibility of information, related to task and purpose.



Writing Standards	To meet this grade level standard, the student can...
Applies rules of the written English language to express ideas in writing	<ul style="list-style-type: none"> • Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization and grammar authentically in writing. • Apply spelling patterns and rules to spell words with Anglo-Saxon word origin authentically in writing. • Demonstrate subject-verb and pronoun-antecedent agreement in simple, compound, and complex sentences authentically in writing.
Writes routinely for various purposes	<ul style="list-style-type: none"> • Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks). • Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
Develops and strengthens writing by using a writing process	<ul style="list-style-type: none"> • Plan and draft multiple pieces of writing; self-select which of them to revise, edit and publish. • Use words, phrases and punctuation to convey ideas precisely in formal and informal writing contexts.
Expresses opinions, supports claims, and persuades using reasoning and evidence through writing	<ul style="list-style-type: none"> • Write to argue, including an introduction and conclusion, building on skills from previous years. • Write to persuade, including an introduction and conclusion, building on skills from previous years.
Writes to inform, explain or respond to a topic, fiction text or non-fiction text	<ul style="list-style-type: none"> • Write to inform or explain, organizing and presenting ideas clearly, using precise, domain-specific vocabulary and a variety of text structures, and including an introduction and conclusion, building on skills from previous years. • Write to respond to the conclusion of a literary text.
Writes narratives, poetry, and other creative texts to express ideas	<ul style="list-style-type: none"> • Write to create, developing literary elements including character, setting, conflict and resolution with detail in a variety of literary forms (e.g., poetry, stories, plays). • Describe sensory detail in written narratives, poetry or other creative text.
Asks questions and conducts research to create texts and presentations for a variety of purposes and audiences	<ul style="list-style-type: none"> • Ask relevant questions to guide inquiry. • Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility and relevance of information, avoiding plagiarism, and share findings in writing.
Uses and cites sources appropriately to support writing	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.



Listening, Speaking, Viewing and Exchanging Ideas Standards	To meet this grade level standard, the student can...
<p>Exchanges ideas in discussion and collaboration as a listener, speaker, and participant</p>	<ul style="list-style-type: none"> • Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. • Participate as a speaker and listener, reviewing key ideas shared by others. • Express one's own ideas, stories and experiences, linking to comments of others. • Identify and work toward a shared goal. • Follow sequence of a story or discussion or steps in a process. • Ask and answer questions to clarify or follow up on viewpoints of others in a discussion. • Receive and act on feedback from others, self- reflect, and provide constructive feedback on peers' work in various ways (e.g., written, oral, non-verbal).
<p>Uses spoken language to communicate ideas effectively with others, considering audience and context</p>	<p>Use vocabulary, language, structure and features of spoken language to convey ideas precisely in communicating with others in social and academic situations.</p>
<p>Creates written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.</p>	<ul style="list-style-type: none"> • Create written, oral and digital content that communicates knowledge and ideas in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles. • Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose and audience, demonstrating understanding of digital footprint.



Math

The Math section of the report card identifies priority standards for that grade level. These standards do not represent all of the standards that will be taught and assessed throughout the year, but rather essential standards for students to become proficient in before the next grade level.

Math Standards	To meet this grade level standard, the student can...
Solves basic multiplication facts quickly and accurately	Accurately complete at least 80% of multiplication facts on a timed assessment.
Solves basic division facts quickly and accurately	Accurately complete at least 80% of division facts on a timed assessment.
Solves word problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers	Independently solve real-world mathematical problems using addition, subtraction, multiplication, and division of multi-digit whole numbers.
Multiplies multi-digit whole numbers	Independently multiply three digit numbers by two digit numbers using standard algorithms and/or knowledge of place value.
Divides multi-digit whole numbers by one or two digit numbers	Divide multi-digit whole numbers by one or two digit numbers independently.
Uses place value knowledge to read, write, describe and compare decimals to the thousandths place	Independently use place value knowledge to read, write, describe and compare decimals to the thousandths place.
Reads, writes, and compares fractions using words and symbols.	Independently read, write, and compare fractions, including mixed numbers and improper fractions.
Identifies the fraction and decimal equivalents for halves and fourths	Independently identify the fraction and decimal equivalents for halves and fourths.
Uses knowledge of properties of angles to classify them as acute, right, or obtuse	Independently use knowledge of properties of angles to classify them as acute, right, or obtuse.
Finds the area of a rectangle or a figure that can be broken down into rectangles	Independently find the area of a rectangle or a figure that can be broken down into rectangles.
Identifies translations, reflections, and rotations	Independently identify translations, reflections, and rotations.

Math Standards, continued	To meet this grade level standard, the student can...
Describes, classifies, compares, and draws quadrilaterals and triangles	Independently describe, classify, compare, and draw quadrilaterals and triangles.
Creates and uses input-output rules	Independently create and use input-output rules.
Solves problems with unknown values	Independently solve problems with unknown values.
Creates and analyzes tables and graphs	Independently create and analyze tables and graphs.



Science

The Science section of the report card is organized around the four strands of the Minnesota Science Standards. Each strand is the same for all grade levels K–12, with benchmarks that are grade-level specific.

Science Standards	To meet this grade level standard, the student can...
Develops relevant questions to design and conduct investigations	Develop relevant questions to design and conduct investigations.
Records and interprets observations and data	Record and interpret observations and data.
Uses scientific principles and the engineering process to design reasonable solutions	Use scientific principles and the engineering process to design reasonable solutions.
Creates and communications scientific arguments using evidence	Create and communicate scientific arguments using evidence.

Specialists

Students in Columbia Heights Public Schools have the opportunity to engage in Visual Arts, Music, and Physical Education classes. Specialist teachers report on priority standards from that content area.

Visual Arts Standards	To meet this grade level standard, the student can...
Uses knowledge and understanding of the elements and principles of design to create original artwork	Create artwork that demonstrates an understanding of the use of design elements and principles.
Uses knowledge and understanding of the elements and principles of design to discuss and present artwork	Present and discuss artwork using art concepts and vocabulary and can describe the artistic choices that they have made independently.
Demonstrates skillful use of art materials	Make intentional choices about the use of art materials to produce work that is neat and complete, with attention to detail.
Music Standards	To meet this grade level standard, the student can...
Demonstrates accurate and expressive vocal skills	Demonstrate clear and correct tone and pitch most of the time within appropriate grade level repertoire.
Demonstrates accurate and expressive instrumental skills	Demonstrate present and clear beat instruments most of the time within appropriate grade level repertoire
Physical Education Standards	To meet this grade level standard, the student can...
Actively engages in required activities	Self-initiate participation in required activities.
Demonstrates a variety of motor skills and movement patterns	Complete grade-level appropriate motors skills and movement patterns independently and and with automaticity.
Applies rules, uses equipment appropriately, and works cooperatively with others	Know, understand, and follow rules, demonstrate respect and appropriate use of equipment, and work cooperatively with peers.
Uses feedback to improve performance	Willingly receive feedback and use feedback to improve performance.