



# Report Card Family Guide

## Grade 4

### Greetings, Cambrian Families,

At Cambrian, we value your partnership in supporting all aspects of your child's education and growth. Cambrian has created the Standards-Based Report Card (SBRC) to support two-way communication between you and your child's teacher regarding your child's progress toward mastery of standards.

This **Report Card Family Guide** has been specially designed for you to use with your child's report card. This document contains information on important learning in each content area for the grade level.

### Overview of the Report Card

[Cambrian School District's Mission](#) calls for mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in various fields and areas of interest. **The CSD Report Cards are intended to communicate progress toward mastery of these skills and standards.**

All CSD students in grades TK-5 receive marks in the following areas: Social-Emotional Development, Language Arts, History/Social Studies, Mathematics, Science, Physical Education, and Visual and Performing Arts. Students who are English Learners receive additional marks indicating their progress in learning English.

Students receive marks that show progress of current grade-level standards. Mastery of standards is indicated with a score of 3 or higher. Instead of letter grades, students receive marks that describe proficiency levels. All students receive proficiency level indicators for the standards at their grade level. English Learners will also receive additional marks for their proficiency in English related to the CA English Language Development (ELD) Standards. Refer to the first page of your child's report card to view the Proficiency Level Indicators for Content Standards and English Language Development Standards.

### English Language Arts

In Grade 4, students will continue to build connections between reading, writing, and language. In reading, they strengthen their comprehension skills by asking questions, making predictions, and summarizing. They read to gather information, look closer at a text's features, and then use this text to support their ideas and opinions. Third graders write their own stories, further developing characters and plots, and write opinions and research reports with supporting facts and details. They will present their work to an audience.

#### Fourth Graders will:

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Make inferences and analyze theme, characters, and text structure.</li> <li>• Determine the main idea, tell what information was learned, and explain why something happened.</li> <li>• Determine the meaning of academic vocabulary.</li> <li>• Integrate knowledge learned from two pieces of text to speak to or write to it.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write organized, multi-paragraph informational and opinion pieces supported by evidence. Also, write narratives (stories) with a plot and develop characters and a setting with sensory details.</li> <li>• Analyze literature in written pieces.</li> </ul>

	<ul style="list-style-type: none"> <li>Note take and paraphrase.</li> <li>Use grade-level writing conventions, such as appropriate capitalization, correct use of commas and quotation marks in dialogue, and application of learned spelling patterns.</li> <li>Use technology for research and writing.</li> </ul>
<b>Speaking &amp; Listening</b>	<ul style="list-style-type: none"> <li>Deliver presentations with a theme supported by facts and details</li> </ul>

## Math

Being prepared for the 21st-century workforce requires being able to do more than simply compute or carry out procedures. Children need conceptual understanding, procedural fluency, and know-how, why, and when to apply this knowledge to answer questions and solve problems. They need to be able to reason mathematically and communicate their reasoning effectively to others. Therefore, how your child learns about math may look different from how math was taught previously. The Common Core State Standards provide a framework for broadening what it means to do and learn math.

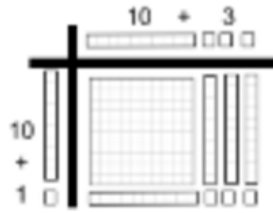
### Mathematical Learning Behaviors:

The Mathematical Learning Behaviors describe ways in which students increasingly should engage with the subject matter as they grow in mathematical maturity and expertise. They are a balanced combination of procedure and understanding.

#### Fourth Graders will:

<b>Reason about problems, explain thinking, and consider thinking of others</b>	<ul style="list-style-type: none"> <li>Students can use manipulatives, drawings, and writing to solve problems and demonstrate reasoning</li> <li>Students can verbally explain their thinking and respond to the thinking of others</li> </ul>
<b>Generate and analyze patterns that follow a given rule</b>	<ul style="list-style-type: none"> <li>Students understand that patterns occur regularly in math</li> <li>Students can see and understand how numbers and shapes are organized and put together as parts and wholes</li> <li>Students understand that patterns in math apply to equation (number sentences) as well</li> <li>Students use this understanding of math patterns to work with repeated calculations, such as number families</li> </ul>
<b>Attends to precision and checks for errors</b>	<ul style="list-style-type: none"> <li>Students understand that math needs to be done with care and precision</li> <li>Students understand that math symbols have specific meanings and appropriate math vocabulary</li> </ul>

#### Grade 4 math focuses most heavily on four critical content areas:

<b>Develop understanding and fluency with multi-digit multiplication and develop an</b>	<ul style="list-style-type: none"> <li>Using the four operations with whole numbers to solve problems.</li> <li>Using place value understanding and properties of operations to perform multi-digit arithmetic.</li> </ul>	
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<p><b>understanding of dividing to find quotients involving multi-digit dividends.</b></p>	<ul style="list-style-type: none"> <li>Gaining familiarity with factors and multiples.</li> </ul>	
<p><b>Develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.</b></p>	<ul style="list-style-type: none"> <li>Extending understanding of fraction equivalence and ordering.</li> <li>Building fractions from unit fractions.</li> </ul>	
<p><b>Understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.</b></p>	<ul style="list-style-type: none"> <li>Drawing and identifying lines and angles and classifying shapes by properties of their lines and angles.</li> </ul>	

## Science

Cambrian continues to utilize the **Next Generation Science Standards (NGSS)**, which include a greater focus on Science and Engineering Practices: what real scientists and engineers do as part of their work. Emphasis on practices, rather than solely on memorizing scientific facts, better prepares students for future opportunities within the fields of science and engineering and allows all students to become more scientifically literate citizens who can think critically about issues that matter, from healthcare to the environment.

### Fourth Graders will:

<p><b>Ask Questions, Develop and Use Models, Plan and Conduct Investigations, and Design Solutions</b></p> <ul style="list-style-type: none"> <li>Ask questions that can be investigated, considering patterns such as cause-and-effect relationships.</li> <li>Plan and conduct investigations collaboratively, producing data as the basis for evidence.</li> <li>Collaboratively develop and revise scientific models that show relationships among variables.</li> <li>Use tools and materials to design or build a device that solves a specific problem and compare multiple solutions to a problem.</li> </ul>
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## History/Social Studies

In fourth grade, students will learn about a local community within a historical and modern context. They will think deeply about how a place can change over time and how the land's resources can develop into goods and services. They will also examine the basic structure of federal, state, and local governments and how rules and laws define a community.

### Fourth graders will:

<b>History/ Social Studies</b>	<ul style="list-style-type: none"> <li>● Learn about the geography of California, including where places are located in California through longitude and latitude and the locations of the Pacific Ocean, rivers, valleys, and mountains.</li> <li>● Study the regions of California and how the environment (weather, landforms, water, wildlife and more) impacts the community.</li> <li>● Learn about the First Nations (Native American tribes) who lived in what is now California.</li> <li>● Identify the routes explorers took to get to California.</li> <li>● Learn about the colonization of California, particularly through the mission system.</li> <li>● Describe what life was like for the First Peoples (Native Americans) and the explorers who occupied California at the same time.</li> <li>● Discuss the Mexican War for Independence and the aftermath.</li> <li>● Explain the many ways in which the Gold Rush impacted California.</li> <li>● Study the lives of those who helped build early California, including women and Chinese.</li> <li>● Describe the rapid immigration to California by people from all over the world.</li> <li>● Discuss the importance of the U.S. Constitution and the California Constitution and how they are related.</li> <li>● Describe the different components of government, including branches, roles, and more.</li> </ul>
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## Visual and Performing Arts: Grade 4

Students in all grades are taught according to the **Visual and Performing Arts Standards for California Public Schools** adopted by the **California State Board of Education**. Students are graded in Creative Engagement for both Art and Music.

## Physical Education: Grade 4

Physical Education is a content area where your student will participate in various activities focusing on motor skills, movement patterns, physical fitness, goal setting, healthy lifestyle choices, and positive social interactions. Students will be graded on their participation and their gross motor skills. Physical Education is a comprehensive instructional program that differs from recess, free play, recreational sports, and athletics. PE Specialists and Classroom Teachers collaborate to provide high-quality instruction and meet the mandated minutes required by California State law. Ultimately, our vision is that students become confident, active, and healthy lifelong movers.

## English Language Development

**The English Language Development (ELD) Section on the report card is only completed for students who are English Learners (ELs).** The ELD section includes statements from the California English Language Development Standards, which describe key skills and knowledge needed by students learning English.

The California ELD Standards describe a continuum of increasing language proficiency. **Emerging** students typically progress quickly and learn English for their immediate needs. At the **Expanding** level, students are challenged to improve their English skills in more contexts and apply their language skills to more sophisticated settings. The highest level, **Bridging**, describes students who read, comprehend and write texts in English. The “bridge” describes the transition to full engagement in grade-level academic tasks and activities.

## Summative English Language Proficiency Assessments for California (ELPAC)

### What is reported on the Report Card?

The ELPAC scores apply to English Learners. There are four performance levels that a student can achieve on the Summative ELPAC: 1, 2, 3, or 4, with four being the highest. The report of results for each student gives the oral language score (a combination of listening and speaking scores), the written language score (a combination of reading and writing), and the overall score (a combination of the oral and written scores).

### What is Summative ELPAC?

California law requires that school districts administer an English proficiency test annually to students who are English learners. This test is called the English Language Proficiency Assessments for California (ELPAC). The Summative ELPAC is taken each spring.

### What is the purpose of the Summative ELPAC?

- To assess English Language Development in English learners in Transitional Kindergarten through twelfth grade
- To check their progress in learning English each year

### When do families receive the results?

Results for the spring administration of the Summative ELPAC are mailed to families each Fall. Report cards display Summative ELPAC scores from the previous school year.

For students new to California, the Initial ELPAC is administered in the fall to place them into English Language Development (ELD) classes. The initial results are given to parents in the fall, and these students will also be assessed in spring with the Summative ELPAC.

## Additional Resources for Multi-lingual Learner Families

- For information about **reclassification**, go to <https://www.cambriansd.org/departments/educational-services/multilingual-learner-program>
- More information can be found on the CA Department of Education ELPAC Resource page at [cde.ca.gov/ta/tg/ep](http://cde.ca.gov/ta/tg/ep)