

Understanding Your Grade 4 Report Card



The purpose of report cards is to give students, parents and families a clear summary of each child's individual progress towards mastery of grade level expectations, based on the Minnesota State Standards. Progress is reported in the areas of reading, writing, mathematics, art, music, PE, media literacy, and Spanish. In addition, we report overall understanding of our International Baccalaureate units of inquiry, which integrate all science and social studies content. Self-management and social skills are assessed and reported separately from academics. There is also a student self-reflection on the IB Learner Profile that goes home with each report card.

Content included in this Parent Guide

- **Top 10 Tips**
- **General Performance Scale Descriptions**
- **Overview of Academic Goals in each Subject Area**

IB Learner Profile Attributes

Thinkers
 Knowledgeable
 Principled
 Open-minded
 Balanced

Inquirers
 Communicators
 Caring
 Risk-takers
 Reflective



Top 10 Tips

Understanding your child's report card.

1. Report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from Kindergarten to grade 12.	6. Getting an "M" is good and should be celebrated! The Minnesota Academic Standards represent a high level of learning. Meeting expectations means students are right on track.
2. Academic scores are based only on what students demonstrate they know or are able to do. Learning habits, such as effort, participation, and social skills are marked separately.	7. Your child will not get a score for every indicator each semester. If the class did not focus on a particular strand during that particular semester, the space will be left blank or indicate N/A.
3. Teachers determine scores by reviewing all student work, including observations, practice work, tests and quizzes, and long-term projects.	8. All Science and Social Studies standards are reported through the school's International Baccalaureate Units of Inquiry. These units integrate these subject areas.
4. Scores are not based on an average of the evidence collected, but are based on the most consistent level of achievement, with an emphasis on the student's most recent performance.	9. Each semester, students have multiple opportunities to develop and demonstrate the attributes of the International Baccalaureate learner profile. A student self-reflection is included with each report card.
5. Performance indicators are as follows: • E - Exceeds standards • M - Meets standards • P - Partially meets standards • N - Does not meet standards • N/A - Not assessed	10. The goal of the report card is to provide summary information. Please talk with your child's teacher about any questions you may have.

General Rubric and Descriptions

E	The student shows understanding of important information and applies understanding or exceeds expectations beyond what has been taught.
M	The student shows understanding of important information that has been taught.
P	Independently the student shows partial understanding of important information that has been taught or is able to show understanding with help .
N	The student does not demonstrate understanding of important information that has been taught.

Language Arts

Literacy Outcomes

Reading

Comprehension and Response

- Make inferences.
- Summarize parts of the whole text
- Determine theme or central idea of a story, drama or poem .
- Describe a story element in detail.
- Explain order of events and their causes
- Describe the impact of text features (narrative, informational).
- Compare and contrast illustrations, graphics, and other audiovisual elements.
- Determine author's stated or implied purpose.
- Explain how an author uses reasoning and evidence to support an argument.
- Distinguish literal from figurative language
- Demonstrate understanding of word origins in academic vocabulary.
- Collect information from a variety of sources
- Question and assess the validity and credibility of information.

Foundations of Reading

- Know and apply grade level phonics word analysis skills to decode words.
- Use knowledge of word origin (Anglo-Saxon) to decode unfamiliar multisyllable words.

Fluency

- Read grade level texts fluently (accuracy, rate, expression).

Writing

Writes to Inform

- Organize and present ideas clearly.
- Use precise, domain-specific vocabulary.
- Use a variety of text structures.
- Include an introduction and conclusion.
- Plan and conduct independent research.
- Use and cite a variety of credible sources.
- Avoid plagiarism.

Writes to Persuade

- Consider the audience.
- Include an introduction and conclusion.
- Represent one's own personal perspective, identity and voice.

Writes to Express Ideas

- Develop literary elements with detail in a variety of forms (stories, plays, poetry).
- Describe sensory details.

Grammar, Conventions, and Spelling

- Use punctuation in dialogue.
- Use commas with clauses.
- Use appropriate capitalization.
- Use correct subject-verb agreement.
- Use correct pronoun-antecedent agreement.
- Write using complex sentences.
- Spell grade-level words authentically in writing

Speaking and Listening

Exchanges ideas and communicates with others

- Convey ideas precisely.
- Negotiate and compromise.
- Discuss and collaborate with peers.
- Give feedback and reflection.
- Organize presentations.

Mathematics

Mathematics Standards

Number and Operation

- Demonstrate fluency with multiplication and division facts
- Show understanding of place value to multiply a number by 10, 100 and 1000
- Multiply multi-digit numbers, using a variety of strategies
- Estimate products and quotients of multi-digit whole numbers
- Solve multi-step real-world problems requiring the use of addition, subtraction, multiplication and division of multi-digit numbers
- Represent equivalent fractions using fraction models
- Locate fractions on a number line
- Use fraction models to add and subtraction fractions with like denominators
- Read and write decimals and fractions with words and symbols
- Compare and order decimals, fractions and whole numbers
- Round decimals to the nearest tenth

Data Analysis (Not Assessed in Semester 1)

- Use tables, bar graphs, timeline, and Venn diagrams to display data sets

Algebra

- Create and use input-output rules involving addition, subtraction, multiplication, and division to solve problems
- Represent, interpret, and solve number sentences involving multiplication, division and unknowns

Geometry and Measurement

- Describe, classify, and sketch triangles and quadrilaterals
- Measure angles with a protractor or angle ruler
- Compare and classify angles according to size
- Understand that area can be found by counting the number of same sized square units that cover a shape with reasoning
- Find the area of geometric figures that can be divided into rectangular shapes
- Use translations (slides), reflections (flips), rotations (turns) to establish congruency and symmetry



Units of Inquiry

Curriculum in International Baccalaureate schools is organized through units of inquiry that integrate multiple subject areas. Under each unit of inquiry, your child's report card states the central idea that frames the focus of the unit. All social studies and science content are taught within six thematic units. The themes are:

Who we are

Where we are in place and time

How we express ourselves

How we organize ourselves

How the world works

Sharing the Planet

The big ideas in social studies are science are:

- Geography
- Regions of the United States
- Maps (various kinds and purposes)
- Landforms
- Human use of natural resources
- Conservation

- Natural Cycles (water and rocks)
- State of Matter
- Electricity and magnetism
- Inventions
- Roles of responsibilities of elected leaders
- Citizenship

Self-Management and Social Skills

These important skills support learning in all subject areas, and are grounded in the belief that learning how to learn and how to collaborate with others are fundamental aspects of a child's education . These skills are reported separately from academic achievement to ensure accurate reporting of learning.

Self-Management Skills

- Organization skills
 - Managing time and assignments effectively
 - Set goals that are challenging and realistic
 - Keep materials and belongings organized
- States of mind
 - Use strategies to support concentration
 - Demonstrate persistence and resilience
 - Shows commitment to learning

Social Skills

- Developing positive interpersonal relationships and collaboration skills
 - Practice empathy, care and respect for others
 - Works independently and collaboratively
 - Resolve conflicts
 - Listens and follows directions
- Developing social-emotional intelligence
 - Be aware of own and others' emotions
 - Be self and socially aware

Art

Identify and experiment with the Elements of Art using many different art media • Line • Shape • Color • Space • Value • Form • Texture	Develop creative and innovative thinking Compare and contrast art from around the world and from different time periods Reflect on individual artwork Use and share materials in a safe and responsible way as a part of self-management and social skills
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Media Literacy

Computer Skills and Digital Citizenship • Creates a multimedia project • Explains proper etiquette online • Uses Google apps independently • Identifies valid websites • Understands appropriate online communications	Literacy Skills and Research • Identifies the information need in a research question, writes questions • Defines plagiarism and copyright • Completes research project using multiple sources, including many from the Internet • Analyzes components of fiction books
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Music

• Steady beat in groups of 2 and 4 (simple meter) and groups of 3 (compound meter) • Rhythm -- quarter note and rest, eighth notes, half note and rest, sixteenth notes, triplets • Voice -- matching pitch, accessing head voice, melody (solfege and pentatonic scale, harmony (partner songs and rounds/canons), ostinato & bass line • Listening -- describing music with appropriate terminology, instruments of the orchestra, dynamics, major/minor, chord	• Identify form (ex: AB, ABA, ABCBA) and repeat sign, call & response, verse/chorus • Movement exploration (developing artfulness and expressiveness), folk dancing • Songs around the world/global connections • Play classroom instruments -- pitched (recorder) and unpitched, learning appropriate playing • Instrument techniques, accompany songs, demonstrate musical expression • Performance -- preparing and performing a musical concert/program for an audience • Composing (recorder or xylophone)
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Spanish

Application Skills • Able to follow basic directions in Spanish • Create connections between mother tongue and Spanish language • Apply Spanish language skills in a visual and/or written method Speaking Skills • Use the Spanish vocabulary in each unit appropriately • Apply the vocabulary when speaking in the target language	Cultural Connections • Compare and contrast Spanish speaking locations to students' home environments • Make connections among latino traditions Spanish Units • School • Greetings • Numbers (1-100) • Dates • Weather and Seasons • Family
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Physical Education

Fitness Skills • FitnessGram • Cardiovascular • Muscle endurance • Flexibility Cooperation • Teamwork • Class rules and protocols • Etiquette Movement Strategies • Traveling in different pathways • Moving in slow and fast motion • Movement using different body parts	Safety and engagement • Actively participates in physical activity • Moves safely in personal space • Expresses enjoyment Motor skills • Throwing • Catching • Kicking • Striking Balance and Coordination • Skateboarding • Rollerblading Team Sports skills and knowledge of rules
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