

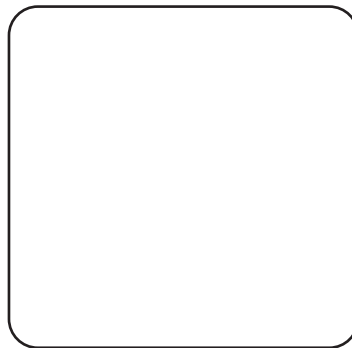


Understanding your child's **REPORT CARD**

For fourth grade



- Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the second trimester
- Learning habit indicators with descriptions



Trimester 2

Prepared for by the
Anoka-Hennepin Schools
Curriculum Department

TIPS

Understanding Your Child's Report Card

The goal of the report card is to provide meaningful information that families can use to team with teachers to support their children's learning.

- 1.** The 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 through grade 12.
- 2.** Anoka Hennepin School District has written report card "indicators" that represent specific skills and or knowledge students must acquire for each reporting period. A "benchmark" measures the level of learning each child should achieve for each indicator.
- 3.** Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.
- 4.** Academic measures are as follows:
 - 4 - Exceeds standards
 - 3 - Meets district benchmark
 - 2 - Approaching district benchmark
 - 1 - Below district benchmark
- 5.** A grade of "3" is really good! The Minnesota Academic Standards represent a high level of learning so a grade of 3 represents a great accomplishment for a child.
- 6.** Included in this booklet are descriptions of what your child should be able to do to meet each expectations. This also tells you which trimester it will be graded.

For example:
Report Card Indicator: Tells Time
Indicator Description:
⇒ Tells time to the quarter-hour
⇒ Distinguishes between a.m. and p.m.
- 7.** Your child will get marks for "learning habits". These include such things as "demonstrates on-task behaviors" and "demonstrates organizational skills." These marks will be:
 - + Consistently
 - +/- Sometimes
 - Rarely
- 8.** Learning habits are important because good habits help your child learn!
- 9.** The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

ACADEMIC MEASURES

4 - EXCEEDS STANDARD

Exceeds grade level expectations. The student consistently demonstrates the skill and/or understands concepts at a level exceeding expectations.

A "4" indicates the student has advanced understanding of the academic skills represented by this indicator. The student engages in further inquiry and extends learning. A "4" is difficult to obtain.

3 - MEETS DISTRICT BENCHMARK

Meets expectations for this reporting period. The student demonstrates the skill and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has proficient understanding.

We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

2 - APPROACHING DISTRICT BENCHMARK

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is partially proficient. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW DISTRICT BENCHMARK

Does not meet expectations for this reporting period. The student seldom demonstrates the skill and/or understands concepts for this reporting period.

A "1" indicates the student has minimal understanding and that performance is inconsistent even with guidance and support.

NG - NO GRADE

Progress on these indicators is not reported this trimester.

What Should My Child Be Able to Do to Meet Expectations

(THESE DESCRIPTIONS REPRESENT A 3 FOR TRIMESTER 2)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Reads grade-level text with accuracy and fluency to support comprehension

- ⇒ Reads at an appropriate rate
- ⇒ Reads with expression and appropriate phrasing
- ⇒ Reads with accuracy

LITERATURE & INFORMATIONAL

Note: Students must independently read and respond to a broad range of genres and topics at Grade 4 text complexity

Refers to details and examples in text to explain and make inferences

- ⇒ Cites text evidence to determine central message
- ⇒ Cites text evidence to make inferences
- ⇒ Rereads the text and uses text details to answer questions
- ⇒ Restates the story in own words
- ⇒ Interprets the text to answer the questions
- ⇒ Finds supportive details in the text to support inferences
- ⇒ Uses text clues to make and confirm predictions

Describes character, setting or event using details from the text

- ⇒ Uses descriptive details in the text to visualize characters, settings and events in a story
- ⇒ Identifies elements of realistic fiction

Compares and contrasts the point of view of different stories

- ⇒ Uses descriptive details in the text to visualize characters, settings and events in a story
- ⇒ Identifies elements of realistic fiction

WRITING

Writes to communicate effectively: opinion, informational, narrative

Genre Writing

- ⇒ Informative Text: How-To Text – explains a process; lists steps in an order; includes time-order words; and explains each step
- ⇒ Opinion Writing: Book Review – states opinion about a book; introduces the book and provides a short summary; gives reasons for opinion as well as support with details and facts; recommendation to reader
- ⇒ Opinion Writing: Opinion Essay – states opinion about topic; gives reasons for opinion as well as support with details and facts; uses linking words and phrases; finishes with a conclusion

Write to Sources

Informative Text

- ⇒ Introduces a topic
- ⇒ Includes transitions
- ⇒ Uses logical order
- ⇒ Uses chronological order to keep organized
- ⇒ Includes text evidence to develop topics
- ⇒ Includes a strong conclusion

Narrative

- ⇒ Uses precise and figurative language
- ⇒ Uses concrete, strong words, and/or dialogue
- ⇒ Uses appropriate organization for genre
- ⇒ Organizes sequence of events using order words
- ⇒ Uses point of view to give a certain perspective
- ⇒ Uses details to make inferences
- ⇒ Begins with a strong opening to grab attention
- ⇒ Writes vivid descriptions
- ⇒ Develops a character by showing feelings and thoughts

Opinion

- ⇒ States an opinion
- ⇒ Provides reasons to support opinion
- ⇒ Includes a strong conclusion
- ⇒ Uses transition words/phrases to connect ideas
- ⇒ Uses evidence to support opinion
- ⇒ Understands purpose and audience
- ⇒ Begins with a strong paragraph including topic sentence and supporting details

Uses the writing process to develop and strengthen writing

- ⇒ Uses the writing process with guidance and support from peers and adults to develop and strengthen writing:
 - Prewrite
 - Draft
 - Revise
 - Proofread
 - Edit and publish
 - Evaluate

Maintains keyboarding skills

Note: Only marked during one trimester (as determined by building)

- ⇒ Applies proper posture, correct fingering technique and accuracy to produce and publish writing
- ⇒ Masters the keyboard well enough to type a minimum of one page in a single sitting

Conducts short research; uses evidence from text to support writing

Creates a project from list below:

- ⇒ Completes online Inquiry Space project

Conducts the research process:

- ⇒ Analyzes task and creates a research plan
- ⇒ Evaluates sources and determine which to use
- ⇒ Gathers information from sources
- ⇒ Uses notes to create an outline
- ⇒ Writes a first draft
- ⇒ Revises and edits draft for final submission
- ⇒ Publishes and presents

LANGUAGE

Uses grammar and punctuation in writing and speaking; learns and applies spelling strategies to written work

- ⇒ Uses main and helping verbs
- ⇒ Identifies verb tense
- ⇒ Uses correct subject-verb agreement
- ⇒ Uses verbs in the present-perfect tense
- ⇒ Produces contractions by combining two words
- ⇒ Distinguishes between singular and plural pronouns
- ⇒ Identifies the antecedent

- ⇒ Uses subject and object pronouns
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (*spelling and high frequency words*)
- ⇒ Spell untaught words phonically

Demonstrates strategies to understand or clarify the meaning of new words, figurative language, and word relationships

- ⇒ Separates prefixes from the base word to determine meaning
- ⇒ Identifies metaphors and similes and uses them to help understand the meaning of words
- ⇒ Uses context clues within paragraphs to help figure out the meaning of unknown words
- ⇒ Finds the root word to help determine the meaning of a word
- ⇒ Uses synonyms and antonyms to find the meaning of unfamiliar words
- ⇒ Uses Latin and Greek suffixes and context clues to determine a word's meaning
- ⇒ Uses the meanings of common Greek roots to help determine the meanings of unfamiliar words
- ⇒ Finds the meaning of idioms by using context clues

SPEAKING, LISTENING AND VIEWING

Participates in discussions within a group effectively

Speaking Strategies

- ⇒ Waits for a person to finish before speaking
- ⇒ Raises hand
- ⇒ Asks others to share opinions
- ⇒ Stays on topic
- ⇒ Speaks in complete sentences when asked for more details or clarity

- ⇒ Connects own ideas or personal experiences
- ⇒ Asks questions to clarify ideas or comments
- ⇒ Answers questions with complete ideas/sentences
- ⇒ Respects others' opinions
- ⇒ Shares opinions even if they are different than others' viewpoints

Discussion Roles

- ⇒ Questioner: Asks questions in order to keep everyone involved and keep the discussion going
- ⇒ Recorder: Takes notes on important ideas being discussed and later reports to class
- ⇒ Discussion Monitor: Keeps the group on topic and makes sure everyone gets a turn to talk

Listening Strategies

- ⇒ Looks at the person who is speaking
- ⇒ Respects others by not interrupting them
- ⇒ Repeats peers' ideas to check understanding

During the presentation

- ⇒ Listens to the speaker to determine facts and key ideas
- ⇒ Listens to evaluate the speaker's presentation and point of view
- ⇒ Prepares to ask questions after presentation
- ⇒ Pays attention to the visuals in the presentation
- ⇒ Take notes about the presentation
- ⇒ Writes one question or comment about the events
- ⇒ Listens without interrupting
- ⇒ Ignores distractions

After the Presentation

- ⇒ Comments on presentation
- ⇒ Tells why you liked the presentation
- ⇒ Tells why you agree with others' comments
- ⇒ Asks your question

Presents information and ideas effectively

Speaking Strategies

- ⇒ Looks at the audience
- ⇒ Emphasizes points so audience can follow key ideas
- ⇒ Speaks slowly and clearly with the appropriate expression
- ⇒ Uses complete sentences, speak clearly and slowly
- ⇒ Uses hand gestures
- ⇒ Displays/holds your visual aids so everyone can see them

**A "4" is not reported for this indicator.*



MATHEMATICS

NUMBER AND OPERATION

Solves real-world and mathematical problems

- ⇒ Solves multi-step problems
- ⇒ Assesses the reasonableness of answers and applies more than one strategy or the inverse operation to check work
- ⇒ Understands and explains why the strategies worked

Compares, orders, rounds and converts fractions and decimals

- ⇒ Compares two fractions and explains why one fraction is greater than, less than, or equal to another fraction
- ⇒ Uses models and place value to order and compare whole numbers and fractions, including mixed numbers and improper fractions
- ⇒ Recognizes equivalent fractions as fractions that have the same value
- ⇒ Reads and writes decimals with words and symbols
- ⇒ Rounds decimals to the nearest tenth

Adds and subtracts fractions in real-world situations

- ⇒ Adds and subtracts fractions and mixed numbers with like-denominators
- ⇒ Solves story problems that involve adding and subtracting fractions and mixed numbers, with like denominators

DATA ANALYSIS

Displays and interprets data

- ⇒ Uses tables and Venn diagrams to organize data, identify patterns and answer questions

SOCIAL STUDIES

Spatial Thinking

Note: Instruction begins in Trimester 1, but will not be reported until the unit is complete in Trimester 2

- ⇒ Creates and uses various types of maps, including overlaying thematic maps, of places in the United States and also Canada or Mexico; incorporates TODALS as well as points, lines and colored areas to display spatial information
- ⇒ Uses latitude and longitude on maps and globes to locate places in the United States and also Canada and Mexico
- ⇒ Chooses the most appropriate data from maps, charts and graphs in an atlas to answer specific questions about geographic issues in the United States and also Canada or Mexico
- ⇒ Uses photographs or satellite-produced images to interpret spatial information about the United States and also Canada and Mexico
- ⇒ Locates and identifies the physical and human characteristics of places in the United States and also Canada and Mexico
- ⇒ Names and locates states and territories, major cities and state capitals in the United States
- ⇒ Names and locates countries neighboring the United States and their major cities
- ⇒ Explains how geographic factors affect population distribution and the growth of cities in the United States and Canada
- ⇒ Identifies and locates on a map or globe the origins of peoples in the local community and state; creates a timeline of when different groups arrived; describes why and how they came

Geographic Investigations

Note: the Midwest begins in Trimester 2, but may not be reported until Trimester 3

- ⇒ Creates and uses various types of maps, including overlaying thematic maps or places in the United States and also Canada or Mexico; incorporates TODALS as well as points, lines and colored areas to display spatial information
- ⇒ Chooses the most appropriate data from maps, charts and graphs in an atlas to answer specific questions about geographic issues in the United States and also Canada or Mexico
- ⇒ Uses data to analyze and explain the changing distribution of population in the United States and Canada over the last century
- ⇒ Explains how geographic factors (*climate, landforms, availability of natural resources*)



affect population distribution and the growth of cities in the United States and Canada

- ⇒ Explains how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications
- ⇒ Describes how the location of resources and the distribution of people and their various economic activities has created different regions of the United States and Canada
- ⇒ Analyzes the impact of geographical factors on the development of modern agricultural regions in Minnesota and the United States
- ⇒ Uses maps to compare and contrast a particular region in the United States and also Canada or Mexico at different points in time
- ⇒ Applies a reasoned decision-making process to make a choice
- ⇒ Defines the productivity of a resource and describes ways to increase it
- ⇒ Describes a market as any place or manner in which buyers and sellers interact to make exchanges; describes prices as payments of money for items exchanges in markets

SCIENCE

Physical Science

- ⇒ Students will demonstrate an understanding that energy can be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light.

- ⇒ Students will use their knowledge of how energy can be used from the Sun to design a solar cooker.

Earth Science

- ⇒ Analyze and interpret data from maps to describe patterns of Earth's features
- ⇒ Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans
- ⇒ Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time
- ⇒ Students will obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment



HEALTH

Understands concepts and topics

Note: Instruction will occur throughout the year and will be reported on in Trimester 3

- ⇒ Recognizes emotions and expresses them in a healthy way by: Demonstrating an understanding of individual differences
- ⇒ Knowing and using conflict resolution skills
- ⇒ Understands age appropriate personal safety strategies for:
 - Bus safety
 - Playground safety
 - Bike safety
 - Fire safety
 - Personal safety
 - Societal violence and prevention strategies
- ⇒ Understands age appropriate nutritional requirements
- ⇒ Understands the consequences of using drugs, alcohol and tobacco by:
 - Knowing the refusal skills needed to effectively cope with various situations
- ⇒ Knows strategies to prevent the spread of communicable disease
- ⇒ Knows the difference between communicable and non-communicable diseases
- ⇒ Understands the changes that will occur in the human body

ART

Understands and demonstrates contrast and emphasis

- ⇒ Knows contrast is created when two or more conflicting elements are used
- ⇒ Knows emphasis is created when the elements are arranged to create a focal point that catches a viewer's eye within the artwork





MUSIC

Note: Indicators will not be marked until enough data has been gathered to make a designation of progress toward the standard

Sings with accurate pitch

- ⇒ Sings melodies with known and new solfège while maintaining correct vocal technique

Plays/Improvises on instruments

- ⇒ Plays melodies while maintaining a steady beat
- ⇒ Plays rhythmic/melodic patterns
- ⇒ Uses proper playing technique

Reads notation/ Demonstrates concepts

- ⇒ Interprets known and new rhythmic (*compound: ♩ & simple: ♪ ♪ ♪*) and melodic symbols into sound
- ⇒ Creates using the elements of music
- ⇒ Describes the elements of music while listening to a variety of music

PHYSICAL EDUCATION

Understands concepts

- ⇒ Identifies components of muscular fitness: strength, endurance and flexibility
- ⇒ Identifies activities that incorporate elements of muscular fitness
- ⇒ Demonstrates knowledge of rules, safety practices and procedures of specific activities

Skill Performance

Note: not all the skills listed below will be marked in Trimester 2

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, bouncing, dribbling, striking and other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games, large group activities, rhythms/dance and spatial awareness*)
- ⇒ Demonstrates non locomotor skills (*may include pushing, pulling and climbing*)



Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
Demonstrates on-task behaviors	<ul style="list-style-type: none"> ⇒ Follows classroom routines ⇒ Listens and follows directions ⇒ Maintains focus during independent work and group activities
Demonstrates organizational skills	<ul style="list-style-type: none"> ⇒ Comes prepared with belongings and has materials ready for class ⇒ Keeps materials organized
Makes responsible choices	<ul style="list-style-type: none"> ⇒ Follows school & classroom rules ⇒ Demonstrates self-control during a variety of situations
Works well with others	<ul style="list-style-type: none"> ⇒ Respectful with words and actions ⇒ Listens when others are speaking ⇒ Actively participates in a group ⇒ Resolves conflict respectfully ⇒ Cooperates with others
Makes responsible choices (K-3 Science)	<ul style="list-style-type: none"> ⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively
Makes responsible choices (Art)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task, and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules ⇒ Works cooperatively with others
Makes responsible choices (Music)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules
Makes responsible choices (PE)	<ul style="list-style-type: none"> ⇒ Comes prepared for class (tennis shoes) ⇒ Meets class expectations ⇒ Engages in activities with effort ⇒ Respectful personal and social behaviors ⇒ Cooperates

LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely