

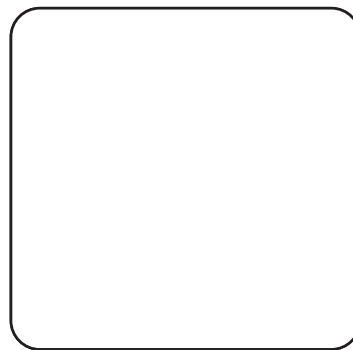


Understanding your child's **REPORT CARD**

For fourth grade



- Top 10 Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the third trimester
- Learning habit indicators with descriptions



Trimester 3

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 3)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

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

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

LITERATURE AND 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 when explaining and drawing inferences from the literature and informational text

- ⇒ Cites text evidence to support answers
- ⇒ Cites words and actions to identify theme
- ⇒ Uses text evidence to support inferences
- ⇒ Cites story elements to identify the plot

Describes character, setting, event or overall structure using details from the text

- ⇒ Identifies event or action that causes something to happen
- ⇒ Identifies problems and the actions taken to solve them
- ⇒ Identifies signal words for cause and effect/ problem and solution
- ⇒ Identifies order in which information is presented

WRITING

Writes to communicate effectively: opinion, informational, narrative

Genre Writing

- ⇒ Narrative Text: Fictional Narrative – tells a made up story with a beginning, middle, end; establishes character, setting, plot; uses sequence words and dialogue
- ⇒ Informative Text: Research Report – focuses on a central topic; includes an introduction stating the main ideas; groups information in paragraphs; summarizes from a variety of sources; uses a formal tone; includes linking words; and provides a conclusion

Write to Sources

Narrative

- ⇒ Introduces a problem in the first sentence
- ⇒ Focuses on one event
- ⇒ Uses dialogue to establish characters
- ⇒ Uses figurative language and strong words
- ⇒ Uses sensory language focusing on readers' senses
- ⇒ Uses repetition and stanzas to organize poems



- ⇒ Begins with a strong opening to grab attention
- ⇒ Uses details to make inferences
- ⇒ Includes a strong conclusion
- ⇒ Varies the structure of sentences
- ⇒ Includes a beginning, middle, end
- ⇒ Uses text evidence to make inferences
- ⇒ Organizes sequence of events using order words
- ⇒ Uses descriptive details

Informative Text

- ⇒ Uses figurative language
- ⇒ Uses precise language
- ⇒ Supports concrete details to support topic sentence
- ⇒ Uses examples and details from the text
- ⇒ Uses transition words
- ⇒ Introduces the subject in a topic sentence
- ⇒ Uses supporting details to give evidence for opinion
- ⇒ Includes a strong conclusion

Opinion

- ⇒ Includes a strong topic sentence
- ⇒ Uses supporting details to provide evidence
- ⇒ Uses a formal voice

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:
 - 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:

- ⇒ Produces a television commercial
- ⇒ Writes a blog post
- ⇒ Creates an encyclopedia entry
- ⇒ Presents a slide show
- ⇒ Conducts an interview

Conducts the research process:

- ⇒ Sets research goals with a focus, purpose and understanding of the end product while keeping the audience in mind
- ⇒ Identifies reliable print and online sources skimming and scanning for keywords related to their topic
- ⇒ Finds, records, and evaluates information using keywords/phrases to search
- ⇒ Categorizes information by organizing and using most reliable sources by paraphrasing and taking notes on the topic
- ⇒ Synthesizes research and decide on final message to include key ideas and findings related to the big idea

LANGUAGE

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

- ⇒ Uses correct pronoun-verb agreement
- ⇒ Identifies and uses possessive pronouns
- ⇒ Identifies and uses correct homophones
- ⇒ Identifies and uses adjectives
- ⇒ Identifies and uses adverbs
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (*spelling and high frequency words*)
- ⇒ Spell untaught words phonically
- ⇒ 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

- ⇒ Uses synonyms to help figure out the meaning of unfamiliar words
- ⇒ Uses Latin and Greek roots to help determine a word's meaning
- ⇒ Uses paragraph clues to help figure out the meanings of unfamiliar words
- ⇒ Generates different forms of words by adding, changing or removing inflectional endings
- ⇒ Identifies and uses similes and metaphors
- ⇒ Uses context clues to determine a homographs/homophones meaning
- ⇒ Identifies meaning of idioms 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 their opinions
- ⇒ Stays on topic
- ⇒ 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 for details about the story, characters and setting
- ⇒ Listens to evaluate the speaker's presentation

MATHEMATICS

NUMBER AND OPERATION

Uses strategies with place value understanding to multiply

- ⇒ Multiplies by 10, 100 and 1,000 with place value understanding
- ⇒ Uses place value to solve extended multiplication facts (*I know 2×7 then I know 20×70*)
- ⇒ Multiplies whole numbers (*up to three-digits by one-digit and two-digit by two-digit*) using strategies
- ⇒ Illustrates and explains calculations by using equations, rectangular arrays, and/or area models
- ⇒ Assesses the reasonableness of answers to problems using rounding, place value and other estimating strategies

Solves real-world and mathematical problems

- ⇒ Solves multi-step problems using addition, subtraction, multiplication, and/or division
- ⇒ 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

Uses strategies with place value understanding to divide

- ⇒ Assesses the reasonableness of answers to problems using rounding and other estimating strategies
- ⇒ Divides multi-digit numbers using strategies based on place value and the relationship between multiplication and division
- ⇒ Uses equations or labeled sketches to explain strategies

- ⇒ Prepares to ask questions after presentation is finished
- ⇒ 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
- ⇒ Speaks slowly and clearly with the appropriate expression
- ⇒ Speaks with excitement
- ⇒ Speaks loudly enough so everyone can hear
- ⇒ Emphasizes important ideas and story events
- ⇒ Uses descriptive details
- ⇒ Emphasizes setting and narrative context to effectively relate ideas and observations
- ⇒ Uses gestures when appropriate
- ⇒ Displays/holds your visual aids so everyone can see them

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

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 to order and compare whole numbers and fractions, including mixed numbers and improper fractions
- ⇒ Recognizes equivalent fractions (*fractions that have the same value*)
- ⇒ Locates and places fractions on a number line

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

ALGEBRA

Understands number patterns and relationships

- ⇒ Creates and uses ratio tables involving multiplication to solve problems

Uses number sentences with \times , \div , and unknowns in real-world situations

- ⇒ Writes and solves a multiplication equation to represent a verbal statement
- ⇒ Writes and solves equations involving multiplication, division and unknowns or variables
- ⇒ Interprets a multiplication equation as a comparison, (*e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5*)

GEOMETRY AND MEASUREMENT

Describes, classifies, and sketches

3-and 4- sided figures*

- ⇒ Names, draws and describes triangles
- ⇒ Names, draws and describes quadrilaterals (4-sided shapes) based on sides and angles

Determines the area of 2D figures and real-world objects

- ⇒ Finds area by counting the number of same-size squares that cover a shape
- ⇒ Understands length and width are multiplied to find the area of a rectangle
- ⇒ Finds the area of real-world and irregular shapes made up of rectangles
- ⇒ Labels area measurements using square units (cm, in., ft., etc.)

Measures and compares angles

- ⇒ Uses a protractor to accurately measure a given angle
- ⇒ Identifies and classifies real-life examples of angles (window frame has 90 degree angles, corners of sports pennants are acute angles, etc.)

Uses transformations to understand 2D shapes

- ⇒ Identifies and draws translations, reflections and rotations
- ⇒ Draws and identifies lines of symmetry

DATA ANALYSIS

Displays and interprets data

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

SOCIAL STUDIES

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 (Title, orientation, date, author, legend, scale) 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 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

Canada or Mexico at different points in time

- ⇒ Applies a reasoned decision-making process to make choices
- ⇒ 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

Earth Science

- ⇒ Students will analyze and interpret data from maps to describe patterns of Earth's features
- ⇒ Students will generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans
- ⇒ Students will identify energy transfers in wave patterns

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 repetition

- ⇒ Knows repetition is created when one or more of the elements of art are repeated in artworks
- ⇒ Knows there are a wide variety of materials, processes and techniques that artists can choose from when creating their 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 (*fa, ti*) 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 (*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 combination foods
- ⇒ Explains how good nutrition contributes to a healthy lifestyle
- ⇒ Demonstrates knowledge of rules, safety practices, and procedures for specific activities

Skill Performance

Note: Not all the skills listed below will be marked in Trimester 3

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, kicking, striking and other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games, large group activities, rhythms/dance and spatial awareness*)
- ⇒ Demonstrates locomotor skills (*may include running, skipping, galloping, hopping, sliding, leaping and jumping*)
- ⇒ 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