

Fourth Grade Report Card Guide

Columbia Heights Public Schools has transitioned to a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** the shift to standards-based reporting was made, and **how** to read your student's report card.

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.

What is standards-based reporting?

The state of Minnesota has identified standards for all subject areas. These standards identify what all students should know and be able to do. Districts are required to implement these state 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 these 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

How do I read my student's report card?

In order 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 by the end of the year**.

| 1 | 2 | 3 | 4 |
|--|--|--|---|
| <p>Beginning</p> <p>The student is just starting to understand the concepts, skills, and processes the grade level standard requires.</p> | <p>Developing</p> <p>The student is gaining understanding of the concepts, skills, and processes the grade level standard requires.</p> | <p>Meeting</p> <p>The student knows, understands, and applies the concepts, skills, and processes the grade level standard requires.</p> <p><i>End of Year Goal</i></p> | <p>Exceeding</p> <p>The student knows, understands, and applies the concepts, skills, and processes the grade level standard requires and can readily apply this knowledge in a variety of settings.</p> |

Remember: In standards-based reporting, 1s and 2s are expected and progress is celebrated!

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 |



Literacy

| Power Standard | Meeting This Standard Looks Like... |
|--|--|
| Reads and comprehends a variety of grade level texts independently | Reads at a level R-S |
| Reads grade level texts with accuracy and appropriate fluency | Score of 147–175 on FastBridge CBM (reading fluency assessment) |
| Uses details to summarize a text | Independently able to summarize |
| Uses examples from a text to make inferences | Independently able to use examples from a text to make inferences |
| Uses details to determine the main theme of a fiction text | Independently able to use details to determine the main theme of a fiction text |
| Uses details to determine the main idea of a non-fiction text | Independently able to use details to determine the main idea of a non-fiction text |
| Describes the organization of non-fiction text | Independently able to describe the organization of non-fiction text |
| Uses context clues to determine the meaning of unknown words and domain-specific words | Independently able to use other information in a text to figure out the meaning of unknown words and words used in specific subjects |
| Identifies and interprets literal and figurative language in a text | Independently able to identify and interpret literal and figurative language in a text |
| Understands and uses the writing process | Develops and strengthens writing through the use of a writing process, including planning, drafting, revising, editing, and publishing when prompted |
| Uses appropriate grammar, capitalization, and punctuation when writing | Independently uses grammar, capitalization, and punctuation appropriately when writing |
| Communicates through writing in a variety of styles | When given a task, can write for the intended audience and style |
| Participates in classroom discussion by asking and answering questions | Purposefully engages in a range of discussions as both a speaker and a listener by asking and answering questions |

Math

| Power Standard | Meeting This Standard Looks Like... |
|---|--|
| Solves basic multiplication facts quickly and accurately | Accurately completes at least 80% of multiplication facts on a timed assessment |
| Solves basic division facts quickly and accurately | Accurately completes 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 solves real-world mathematical problems using addition, subtraction, multiplication, and division of multi-digit whole numbers |
| Multiplies multi-digit whole numbers | Independently multiplies 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 | Independently divides multi-digit whole numbers by one or two digit numbers |
| Uses place value knowledge to read, write, describe, and compare decimals to the thousandths place | Independently uses place value knowledge to read, write, describe, and compare decimals to the thousandths place |
| Reads, writes, and compares fractions using words and symbols | Independently reads, writes, and compares fractions, including mixed numbers and improper fractions |
| Identifies the fraction and decimal equivalents for halves and fourths | Independently identifies the fraction and decimal equivalents for halves and fourths |
| Measures angles with a protractor or angle ruler | Independently measures angles with a protractor or angle ruler |
| Compares angles and classifies them as acute, right, and obtuse | Independently compares angles and classifies them as acute, right, and obtuse |
| Finds the area of a rectangle or a figure that can be broken down into rectangles | Independently finds the area of a rectangle or a figure that can be broken down into rectangles |
| Identifies translations, reflections, and rotations | Independently identifies translations, reflections, and rotations |
| Identifies figures that are congruent | Independently identifies figures that are congruent |
| Creates and uses input-output rules | Independently creates and uses input-output rules |
| Solves problems with unknown values | Independently solves problems with unknown values |

Science

Fourth grade students will have the opportunity to participate in various Science investigations and activities throughout the year. By the end of the year, students will participate in the following modules.

| Science Module | Students Will... |
|-------------------------|---|
| Magnets and Electricity | Ask questions and conduct investigations related to magnetism, electricity, and electromagnets |
| Water | Ask questions, plan and conduct investigations, and analyze and interpret data about how water moves and is distributed on earth |
| Solar Systems | Plan and conduct investigations, use engineering practices, and make observations to study the earth, moon, sun, and stars |
| Structures of Life | Plan and conduct investigations, makes observations, create models, and construct explanations for plant and animal growth, traits, and life cycles |

Visual Arts

| Power Standard | Meeting This Standard Looks Like... |
|--|---|
| Uses knowledge and understanding of the elements and principles of design to create original artwork | Creates 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 | Presents and discusses artwork using art concepts and vocabulary |
| Demonstrates skillful use of art materials | Uses and manages art materials to produce work that is neat and complete |

Music

| Power Standard | Meeting This Standard Looks Like... |
|--|---|
| Demonstrates accurate and expressive vocal skills | Tone and pitch are clear and correct most of the time within appropriate grade level repertoire |
| Demonstrates accurate and expressive instrumental skills | Beat is present and clear with instruments most of the time within appropriate grade level repertoire |

Physical Education

| Power Standard | Meeting This Standard Looks Like... |
|--|---|
| Actively engages in required activities | Self-initiates participation in required activities |
| Demonstrates a variety of motor skills and movement patterns | Uses various locomotor skills in educational games and activities. Jumps and lands using spring- and-step take-off and landing. |
| Applies rules, uses equipment appropriately, and works cooperatively with others | Knows, understands, and follows rules. Demonstrates respect and appropriate use of equipment. Works cooperatively with peers. |
| Uses feedback to improve performance | Willingly receives feedback and uses feedback to improve performance |

OUR MISSION

Columbia Heights Public Schools
 Creating worlds of opportunity for each and every learner
 "All Belong, All Succeed"