

# Issaquah School District Elementary Report Card Parent/Guardian Fourth Grade Reference Guide

**This scoring guide represents academic expectations for year end. Reporting each trimester reflects student progress toward the end-of-year standards.**

<b>Scoring Key for Behaviors that Promote Learning</b>	
<b>C</b>	Consistently
<b>O</b>	Often
<b>S</b>	Sometimes
<b>R</b>	Rarely
<b>M</b>	Modified Expectations

<b>Scoring Key for Academic Performance</b>	
<b>4 Exceeds Standard</b>	<ul style="list-style-type: none"> <li>• Demonstrates exceptional skill/concept development</li> <li>• Applies learning to other subject areas independently</li> </ul>
<b>3 Meets Standard</b>	<ul style="list-style-type: none"> <li>• Demonstrates skill/concept development appropriate for the grade level</li> <li>• Applies learning to other subject areas with guidance</li> </ul>
<b>2 Approaches Standard</b>	<ul style="list-style-type: none"> <li>• Demonstrates skill/concept development that is below the grade level expectations</li> <li>• Requires extra time, support, and/or practice</li> </ul>
<b>1 Well-below Standard</b>	<ul style="list-style-type: none"> <li>• Demonstrates skill/concept development that is significantly below the grade level expectations</li> <li>• Requires extended time, support, and/or practice</li> </ul>
<b>NA Not Assessed</b>	<ul style="list-style-type: none"> <li>• Not assessed this trimester</li> </ul>
<b>M Modified Expectation</b>	<ul style="list-style-type: none"> <li>• In areas where a student’s score is based on a modified expectation, the score will appear as an “M”</li> </ul>
<b>ELP English Language Proficiency*</b>	<ul style="list-style-type: none"> <li>• Indication of student’s language skills in speaking, listening, reading, and writing</li> </ul>

**\* Please refer to the last page of this document for Special Education and ELL grading protocol.**

## Fourth Grade Behaviors that Promote Learning

### **Respect**

- Follows school rules and expectations
- Listens with empathy
- Uses kind actions and words
- Recognizes and shows consideration for the rights and feelings of others

### **Responsibility**

- Follows directions
- Is accountable; stays focused on task
- Demonstrates organizational skills
- Manages time wisely and completes assigned work on time

### **Collaboration**

- Contributes responsibly in partner and group settings
- Respects and considers different opinions and ideas

### **Persistence**

- Is able to continue when faced with a challenge; does not give up easily
- Accurately monitors own effort toward learning goals; reflects on progress

### **Flexibility**

- Adapts positively to new or different situations and ideas
- Makes transitions efficiently

### **Problem Solving**

- Tries a variety of approaches, strategies, or alternatives
- Independently considers options and attempts solutions

### **Speaking and Listening**

- Actively listens
- Participates in collaborative conversations; shares ideas
- Takes responsible risks in sharing learning

## Fourth Grade Reading

### Reads Grade Level Text

- Reads and comprehends text accurately

### Comprehension

- Key Ideas and Details
  - Uses text-based evidence to make inferences and demonstrates understanding of text
  - Determines main idea(s) and themes
  - Summarizes text
  - Describes causes and effects between characters and events
- Craft and Structure
  - Determines the meaning of words and phrases, including content-related words
  - Uses text structure and text features in informational texts
    - Cause and effect
    - Chronological
    - Problem/solution
    - Compare and contrast
  - Explains text structure and text features in literature
    - Poems (verse, rhythm)
    - Drama (dialogue, settings)
  - Compares and contrasts different points of view
- Integration
  - Uses information from illustrations, print, and digital texts to deepen understanding
  - Explains how authors use reasoning and evidence to support their points
  - Compares and contrasts themes
  - Uses information from multiple texts in research

## Fourth Grade Writing

### *Production and distribution of a variety of text types: Narrative, Informational, Opinion*

#### Structure

- Writes narratives using effective technique, descriptive details, and clear event sequences
- Writes informative texts to examine a topic and clearly convey information
- Writes opinion pieces supporting point of view with reasons and information
- Uses leads, transitions, and organization
- Composes a strong ending specific to the type of writing

#### Development

- Uses descriptive language, dialogue, and thoughts to bring story to life
- Includes facts, evidence and figurative language to support opinion
- Uses precise language to show expertise on a subject
- Elaborates on ideas in ways appropriate for the type of writing

#### Language Conventions

- Uses grade appropriate grammar, spelling, and conventions in writing

# Fourth Grade Math

## Content

- **Operations and Algebraic Thinking**
  - Uses the four operations with whole numbers to solve problems
  - Gains familiarity with factors and multiples
  - Generates and analyzes patterns
- **Number and Operations in Base Ten**
  - Generalizes place value understanding for multi-digit whole numbers
  - Uses place value understanding and properties of operations to perform multi-digit arithmetic
- **Fractions**
  - Extends understanding of fraction equivalence and ordering
  - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
  - Understands decimal notation for fractions, and compares decimal fractions
- **Measurement and Data**
  - Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit
  - Represents and interprets data
  - Geometric measurement: understands concepts of angle and measures angles
- **Geometry**
  - Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles

## Practices

- Makes sense of problems and perseveres in solving them
- Reasons abstractly and quantitatively
- Constructs viable arguments and critiques the reasoning of others
- Models with mathematics
- Uses appropriate tools strategically
- Attends to precision
- Looks for and makes use of structure
- Looks for and expresses regularity in repeated reasoning

# Fourth Grade Science

**Understands and applies skills and concepts related to scientific principles** from among the following content areas:

- Physical Science: States of Matter
- Earth and Space Science: Earth in Space; Formation of Earth Materials
- Life Science: Ecosystems and Food Webs

## Fourth Grade Social Studies

**Understands and applies skills and concepts related to social studies** from among the following content areas:

- Regions of Washington
- Washington History
- Washington Connects to the Pacific Rim

## Fourth Grade Music

**Demonstrates behaviors that promote learning**

- Stays on task
- Follows directions
- Contributes positively

**Demonstrates skills and concepts**

- Sings
- Performs with instruments
- Reads and notates music
- Composes and improvises
- Listens, analyzes, and describes music

## Fourth Grade Health and Fitness

**Demonstrates behaviors that promote learning**

- Stays on task
- Follows directions
- Contributes positively

**Demonstrates skills and concepts related to health and fitness** from among the following content areas:

- Demonstrates locomotor, non-locomotor, manipulatives, balance, and rhythm skills in group activities
- Applies movement concepts in cooperative situations; understands and applies the need for different roles with in a team game (offense and defense)
- Applies the health and skill related components of fitness
  - Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition
  - Power, agility, balance, speed, coordination, reaction time
- Understands skills and concepts related to health
  - Nutrition and the body

## Elementary Grading Information for Parents: Exceptional Learner

The term “exceptional learner” is defined to include students who are English learners, those who have disabilities (IEP or 504), and those needing/receiving intensive instruction on any critical skill.

The district report card for an exceptional learner will be prepared by the student’s general education teacher with input from the special education teacher. The IEP progress report will be prepared by the special education teacher and sent home at the same time as the general education report card.

An “M” designation on the report card signifies that a modified expectation for the standard was used for a student in a particular area and will accompany the numeric notation on the report card.

- FOR BEHAVIORS that PROMOTE LEARNING – For any student who requires modified expectations in the areas of behavior or social emotional learning the following should apply:
  - An “M” will be used on the report card in the “Behaviors that Promote Learning” section of the report card to indicate that the student’s grade in this area is based on modified expectations.
  - A “C” or an “O” could be used in any area if the student exhibits behaviors that are “consistent/often similar to grade level standards.
  - If the student does not struggle in the areas of Behavior or Social the general education scoring key will be used: “C,” “O,” “S,” or “R.”
- FOR ACADEMIC PERFORMANCE AREAS – The general education teacher and any applicable intervention teacher(s) will collaborate to determine the appropriateness of using an “M” for each exceptional learner. A number will not be used with the “M” designation, but rather the associated comment will provide detail.
  - An “M” will be used to indicate that the student’s grade in this area is based on **modified expectations for the standard**
  - If using the “M” designation on the standard, the teacher will choose an associated comment from the comment bank. The general comment reads “Grade is based on modified expectations.” There are also specific comments that can be used which read “Grade based on K standard,” “Grade based on 1st grade standard,” etc.

## Elementary Grading Information for Parents: English Language Learners

The district report card for a student in the ELL program will be prepared by the student’s general education teacher with input from the ELL teacher or ELL Educational Assistant. Your child may receive an ELP (English Language Proficiency) grade in content subject areas. An ELP score may be given instead of a 1 or 2. However, if your student is meeting standards, he/she will be given a 3 or 4 on their report card. An ELP grade means your student is working on their English language skills in that area and their learning is impacted by their English language development. The ELP comments explain what your child is able to do in each area.