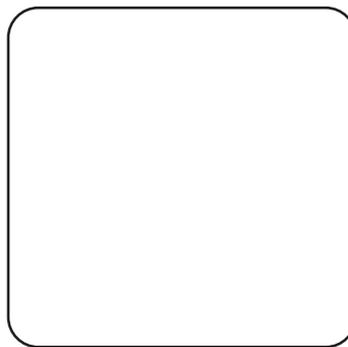


Understanding your child's **REPORT CARD**

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 first trimester
- Learning habit indicators with descriptions



**Trimester 1
2019-20**

Prepared for by the
Anoka-Hennepin Schools
Curriculum Department

TOP 10 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.** Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular standard during a marking period, there will be no grade on the report card for that trimester. Instead, NG (no grade) will appear in the box.
- 7.** 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.
- 8.** 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
- 9.** Learning habits are important because good habits help your child learn!
- 10.** 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 1)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

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

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

LITERATURE

LITERATURE = 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 when drawing inferences

- ⇒ Rereads to find evidence to answer questions
- ⇒ Cites evidence from text/illustrations to answer the question
- ⇒ Finds details to answer the question
- ⇒ Asks and answers questions to check for understanding or to determine theme and central message
- ⇒ Uses text evidence to make and confirm predictions
- ⇒ Uses text evidence to infer (*word choice*)

Determine theme using details; summarizes the text

- ⇒ Retells in own words
- ⇒ Identifies the theme/central message
- ⇒ Uses the central message to understand the story
- ⇒ Understands the theme is not usually stated
- ⇒ Uses the character's words and/or actions to identify the theme
- ⇒ Retells in own words
- ⇒ Writes a summary about the theme

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

- ⇒ Sequences key events to understand the story
- ⇒ Identifies the characters' actions and how it affects others in the story
- ⇒ Identifies story elements to find the plot
- ⇒ Identifies the problem and solution in the story



INFORMATIONAL

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

Determines main idea and supports with key details; summarizes text

- ⇒ Restates the most important information from the text in their own words.
- ⇒ Identifies key details to determine the main idea
- ⇒ Uses key details to write a summary
- ⇒ Summarizes key ideas and details by stopping briefly and paraphrasing what was read in own words
- ⇒ Determines which details are important and which details are unimportant
- ⇒ Retells in a logical order using important details
- ⇒ Uses the text to check retell for accuracy and completeness

Describes the overall structure of a text

- ⇒ Explains what text structure the author used to organize
- ⇒ Compares and contrasts by identifying how things are alike and different
- ⇒ Identifies the cause-and-effect relationships to understand how or why things happen in the text

WRITING

Writes to communicate effectively: opinion, informational and narrative

Genre Writing

- ⇒ Narrative: Friendly Letter – includes a heading and greeting; includes a body that shares ideas and events with friends/family with a friend tone; includes a closing and signature

- ⇒ Narrative: Personal Narrative – tells a true story from the writer’s life in first person; expresses thoughts and feelings; uses dialogue and descriptions, begins with an interesting lead and ends with a sense of closure
- ⇒ Informative Text: Explanatory Essay – writes about a topic including facts, definitions, quotations, and details to support and develop ideas; groups ideas into paragraphs; uses precise language, content words and linking words; writes a conclusion relating to the topic

Write to Sources

Narrative

- ⇒ Focuses on an event
- ⇒ Uses descriptive details to help visualize
- ⇒ Uses dialogue to help develop a character or explain details,
- ⇒ Uses sequence and/or transition words
- ⇒ Uses precise words
- ⇒ Writes a strong opening to introduce the situation and make readers want to read more
- ⇒ Makes inferences using text evidence
- ⇒ Writes a strong conclusion which restates the important ideas

Informative

- ⇒ Focuses on a topic
- ⇒ Writes a topic sentence to let the reader know what they are reading
- ⇒ Uses text evidence to show comparison and/or support details
- ⇒ Uses figurative language
- ⇒ States the author’s purpose
- ⇒ Uses sequence words to show order of events

- ⇒ Writes a strong conclusion to summarize the author's purpose

Opinion

- ⇒ Varies sentence length to make text more interesting
- ⇒ Uses facts and examples to support opinion
- ⇒ Writes a strong conclusion to sum up opinion

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

*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:
- ⇒ Gives an oral presentation
- ⇒ Creates a multimedia presentation
- ⇒ Makes a newscast
- ⇒ Conducts an experiment
- ⇒ Researches a topic

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

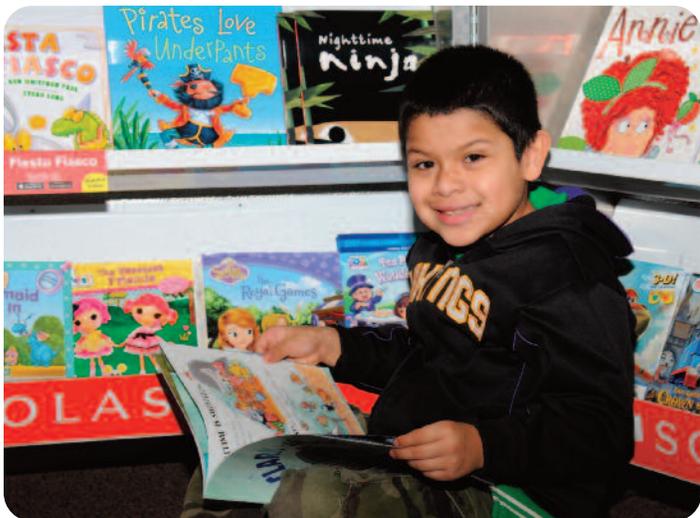
Uses grammar and punctuation in writing and speaking; learns and applies spelling strategies to written work

- ⇒ Identifies a complete sentence
- ⇒ Explains different types of sentences
- ⇒ Uses the correct punctuation marks to match sentence purpose
- ⇒ Identifies the simple subject and predicate
- ⇒ Produces sentences with a compound subject and predicate
- ⇒ Adds an independent clause to create a compound sentence
- ⇒ Connects themed sentences by using a coordinating conjunction
- ⇒ Writes sentences combining dependent and independent clauses using subordinating conjunctions and uses appropriate punctuation
- ⇒ Uses relative pronouns

- ⇒ Combines simple sentences to write a compound sentences using appropriate punctuation
- ⇒ Identifies common and proper nouns
- ⇒ Capitalizes proper nouns
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring 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 and antonyms to figure out the meaning of unfamiliar words
- ⇒ Uses context clues to find the meaning of idioms
- ⇒ Understands how prefixes and suffixes change the meaning of words
- ⇒ Uses context clues to understand multiple meaning words
- ⇒ Uses context and sentence clues to help define unfamiliar words
- ⇒ Finds familiar root words to help understand the meaning of unfamiliar words



SPEAKING, LISTENING, AND VIEWING

Participates in discussions within a group effectively

Speaking Strategies

- ⇒ Waits for a person to finish before speaking
- ⇒ Raises hand
- ⇒ Waits after asking a question to give others a chance to think
- ⇒ Asks others to share opinions
- ⇒ Stays on topic
- ⇒ Speaks in complete sentences when asked for more details or clarity
- ⇒ Connects 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 the main idea and details
- ⇒ Pays attention to the visuals in the presentation
- ⇒ Takes notes about the presentation
- ⇒ Writes one question or comment about the events
- ⇒ Does not talk during the presentation

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
- ⇒ Uses complete sentences, speak clearly and slowly
- ⇒ Speaks with excitement
- ⇒ Speaks loudly enough that everyone can hear
- ⇒ Uses appropriate gestures
- ⇒ Displays/holds your visual aids so everyone can see them

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

MATHEMATICS

NUMBER AND OPERATION

Knows multiplication and division facts*

- ⇒ Focus on models and strategies such as:
 - Arrays
 - Ratio Tables
 - Area Model
 - Doubling and Halving
 - Inverse relationship between multiplication and division
 - Over / under

Note: Using repeated addition is a strategy, but students should use more efficient strategies and known facts as soon as possible

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 based on place value.
 - Illustrate and explain the calculation 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 real-world and mathematical 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 explain 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
- ⇒ Locates and places fractions on a number line
- ⇒ Compares and rounds whole numbers using place value

ALGEBRAIC

Understands number patterns and relationships

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

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

- ⇒ Writes and solves equations involving multiplication, division and unknowns
- ⇒ 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

SOCIAL STUDIES

United States and Tribal Government

- ⇒ Describes how people take action to influence a decision on a specific issue; explains how local, state, national or tribal governments have addressed that issue
- ⇒ Describes a tribal government and some of the services it provides; distinguishes between United States and tribal forms of government
- ⇒ Identifies the major roles and responsibilities of the elected and appointed leaders in the community, state and nation; names some current leaders who function in these roles and how they are selected

Spatial Thinking

Note: Instruction begins 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

SCIENCE

Water

- ⇒ Describes how engineers work towards improving society and helping humans be more productive
- ⇒ Uses scientific process to conduct investigations and build explanations: observing, communicating, comparing and organizing
- ⇒ Observes and explores properties of water in liquid, solid, and gas (*water vapor*) states
- ⇒ Describes how water's state of matter can change with heating and cooling
- ⇒ Observes the expansion and contraction of water as it warms and cools
- ⇒ Identifies the areas where water collects (*atmosphere, ground and surface water*)
- ⇒ Describes how water moves and changes through the processes of evaporation, condensation and precipitation
- ⇒ Describes how people get and use water in their homes how communities can affect water supply and quality
- ⇒ Investigates environmental issues about water quality



- ⇒ 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



HEALTH

Understands concepts and topics

Note: Instruction will occur throughout the year and not every concept will be reported every Trimester

- ⇒ Recognizes emotions and expresses them in a healthy way by:
 - Demonstrating an understanding of individual differences
 - Knowing and using conflict resolution skills
- ⇒ Understands the attributes of the Anoka-Hennepin Education for Character Plan
- ⇒ Understands age-appropriate personal safety strategies for:
 - Bus safety
 - Fire safety
 - Playground safety
 - Personal safety
 - Bike safety
 - Societal violence and prevention strategies
- ⇒ Understands age appropriate nutritional requirements
- ⇒ Understands 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 communication in art

- ⇒ Knows artwork communicates and can be “read” like a story
- ⇒ Knows artwork is often a personal reflection and may reveal characteristics about the artist



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 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

- ⇒ Locates pulse points and calculates heart rate
- ⇒ Understands factors that increase or decrease heart rate
- ⇒ Demonstrates knowledge of rules, safety practices and procedures of specific activities

Skill Performance

Note: not all the skills listed below will be part of the skill performance indicator in Trimester 1

- ⇒ Demonstrates manipulative skills *(may include throwing, catching, dribbling, striking and other skills)*
- ⇒ Demonstrates movement and manipulative skills in group setting *(may include games, large group activities)*



Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
Demonstrates organizational skills	<ul style="list-style-type: none"> ⇒ Comes prepared with belongings and has materials ready for class ⇒ Keeps materials organized
Works well with others	<ul style="list-style-type: none"> ⇒ Respectful with words & actions ⇒ Listens when others are speaking ⇒ Actively participates in a group ⇒ Resolves conflict respectfully ⇒ Cooperates with others
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
Makes responsible choices	<ul style="list-style-type: none"> ⇒ Follows school & classroom rules ⇒ Demonstrates self-control during a variety of situations
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
Makes responsible choices (4-5 Social Studies)	<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 with others
LEARNING HABIT INDICATORS: + Consistently; + / - Sometimes; - Rarely	