

Understanding the Fourth Grade Report Card

Language Arts Achievement: Language Arts Achievement indicates students' overall performance in the areas of reading and writing which include: reading accuracy, fluency, comprehension, responding to reading through writing and discussion, and performance/growth in all domains of writing. Fourth grade children move from applying and extending literacy skills in multiple contexts to using those skills fluently and strategically for learning in all content areas. Students use reading to learn from a variety of informational text and literature. Fourth grade writers continue to expand their awareness of audience and sense of purpose for writing, and use writing as a way of communicating ideas, themes, information, and opinions, and demonstrating comprehension and learning in all content areas.

Reading Achievement: Reading Achievement is a measure of the student's overall performance with grade level text. This includes student performance in the areas of reading accuracy, fluency, comprehension, vocabulary acquisition, and response to reading through discussion and writing.

Instructional Reading Level –is the level of text at which the student can make progress with instructional guidance. This level text is instructional if a student reads with 95%-97% accuracy with excellent or satisfactory comprehension or 98%-100% accuracy with limited comprehension. An Instructional Reading Level text is challenging but manageable and engages the student in practices which promote growth as a reader. The instructional goal for the end of fourth grade is a level S.

Fluency

- Reading with accurate, automatic word recognition and decoding skills
- Reading with appropriate speed that varies as demanded by the text
- Reading with expression that demonstrates comprehension
- Reading clearly in meaningful phrases
- Attending to punctuation, and demonstrating a recognition of varying dialogue

Comprehension

- Understanding and interpretation of what is being read (fiction & nonfiction)
- Literal comprehension: the ability to understand facts
- Inferential comprehension: the ability to go beyond facts
- Retells and summarizes text in own words
- Vocabulary: understands meanings and usages
- Using comprehension strategies (visualizing, making connections, making inferences/predictions, determining main ideas & important details, questioning, monitoring understanding, synthesizing)

Written Response to Text

- Ability to use writing as a way of responding to and demonstrating comprehension of a piece of text. Written responses contain accurate answers or claims, textual evidence is cited to support those claims, and an explanation of the students reasoning and inferential thinking is included.

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Writing Achievement: Writing Achievement is a measure of the student's overall performance in all areas of writing, which include the assimilation of writing skills and processes to communicate information and ideas effectively. The writing domains listed below are the focus areas in which a student's writing is evaluated.

Focus

- Clearly identifies and introduces the topic/opinion for an intended audience
- Narrative writing establishes a situation and introduces a narrator and/or characters.

Content

- Develops the topic or opinion with facts, definitions, concrete details, quotations and examples related to the topic
- Develops stories/experiences/events through sensory details, dialogue, and description

Organization

- Write with a logical sequence of events and appropriate groupings of information
- Write with clear connections and transitions using transition words and phrases
- Write with a clear conclusion or sense of closure.

Style

- Use a variety of concrete word and phrases, sensory details, precise language, and domain-specific vocabulary to convey ideas clearly for a specific purpose
- Use a variety of sentence types for a specific purpose, effect, or audience.

Conventions

- Grammar
- Capitalization
- Punctuation

Math Achievement: Math achievement is a measure of students' application of their understanding of key concepts and accurate use of mechanics to solve problems and apply strategies in the following reporting categories:

- **Numbers and Operations**
- **Measurement**
- **Geometry**
- **Algebraic Concepts**
- **Data Analysis and Problem Solving**

Science and Social Studies Achievement: Science and Social Studies achievement reflects students' understanding of key concepts, participation in investigations and group discussions, demonstration of observational and critical thinking skills. An average of assessments and assignments are included in this measure.

Learning Behaviors: Indicates the individual student's performance in the classroom setting. These learning behaviors have a direct correlation to a student's ability to achieve success, and are connected to our Responsive Classroom positive school-wide support plan C.A.R.E.S (Cooperation–Assertion–Responsibility–Empathy–self-control). These are positive behaviors that are needed as children develop, and are reflected in every aspect of their experience in school.

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Achievement is reported using the following descriptors:

A = Advanced – This level reflects superior academic performance and indicates an in-depth understanding and exemplary display of the skills.

P = Proficient – This level reflects satisfactory academic performance and indicates a solid understanding and adequate display of the skills.

B = Basic – This level reflects marginal academic performance and indicates a partial understanding and limited display of the skills. This work is approaching satisfactory performance and there is a need for additional instructional opportunities.

BB = Below Basic – This level reflects inadequate academic performance and indicates little understanding and minimal display of the skills. There is a major need for additional instructional opportunities.