

Fourth Grade Standards Based Report Card 2005-2006

The State of Illinois requires students receive instruction and master learning standards for each grade level. Springfield Public Schools will communicate progress of students at your child's school by using a standards based report card. This type of report card communicates a clear message to parents about what their child knows, what s/he is able to do, and what needs to be mastered in relation to the standards. Achievement and effort are reported separately. Every report card statement will not have an assessment each quarter.

A standards based report card uses numerical levels to indicate performance of the grade levels for each quarter. An explanation of these markings is explained below:

Advanced (4) - The student **consistently** meets and **at times** exceeds (more depth/extension with grade level work and/or performing at a higher grade level) the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **advanced (4)**.

Proficient (3) - The student **consistently** meets the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **proficient (3)**.

Basic (2) - The student is **beginning to**, and **occasionally does**, meet the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **basic (2)**.

Novice (1) - The student is **not meeting** the standard as it is described by the *Body of Knowledge* for this grade level. The student's work is comparable to the *student models* and *rubrics* that are labeled **novice (1)**.

Explanation of Report Card Statements

Every child is an individual who grows and develops at his/her own rate. Children in the same grade may differ widely from others in their group. There are however, expectations for students to have mastered by the end of the year. This pamphlet reflects expectations in each curriculum area. The **bold print** statements reflect the statements on the report card. The ● statements provide further explanation and examples of each report card statement. Each quarter the skills that are taught are assessed and reported to parents. Some statements will not have assessment scores each quarter.

When school and home work together as partners, our children will have the best opportunity to learn and succeed in school. To that end, we ask that you familiarize yourself with these standard expectations.

LANGUAGE ARTS

Uses knowledge of words to comprehend selections.

- Uses word analysis skills to read age-appropriate text.
- Uses vocabulary skills to read and understand age-appropriate text.

Reads fluently.

- Reads age-appropriate materials with attention to rate, expression, accuracy, and phrasing.

Uses comprehension strategies.

- Uses reading strategies before, during, and after reading.
- Reads independently for 30 minutes.

Understands how authors use literary elements and techniques in literature.

- Understands how authors use elements and techniques in literature.
- Reads and interprets literary genres.

Uses correct spelling, grammar, punctuation, and capitalization.

- Writes legible letter formation.
- Uses correct spelling, grammar, punctuation, and capitalization.

Uses writing to communicate ideas.

- Writes to maintain focus.
- Writes to maintain support/elaboration.
- Writes to maintain organization.
- Writes for a variety of purposes and audiences.

Listens effectively.

- Listens for a variety of purposes.

Speaks effectively.

- Speaks for a variety of purposes.

Uses language skills to acquire and communicate information.

- Locates and organizes information to answer questions and solve problems.
- Analyzes and evaluates information acquired.
- Communicates acquired information, concepts, and ideas.

MATH

Uses knowledge of numbers and applies computation strategies.

- Extends counting patterns to larger numbers up to 1,000,000 and decimals through hundredths using an understanding of the base ten number system.
- Estimates whether a number is closer to 10, 100, 1,000, 10,000, and 100,000; and a fraction is more than, less than, equal to 1/2.
- Uses pictures, objects, words, and symbols to show whole numbers to 100,000,000; fractions and decimals to thousandths.
- Compares and orders whole numbers to 100,000; decimals to hundredths; and fractions through twelfths.
- Estimates and uses addition/subtraction with regrouping and multiplication/division strategies to solve multi-digit whole number problems, including real world problems.
- Estimates and uses addition/subtraction strategies to solve like-denominator fraction problems; and decimals through hundredths, including real world problems.

Uses measurement tools and applies measurement strategies.

- Selects and uses customary units and tools to estimate and measure time, temperature, length, capacity, area, perimeter, and volume; and metric units and tools to measure length and capacity.
- Converts measurements within the customary system (time, length, weight/mass, capacity); and within the metric system (length).
- Uses measurement strategies to solve time, perimeter, area, volume, weight/mass, and capacity problems.

Uses number patterns and applies strategies to represent problems.

- Identifies, describes, and extends numeric and geometric patterns.
- Uses objects, pictures, tables, graphs, words, and symbols to represent relationships in whole number, fraction, and decimal problems.

Uses knowledge of geometric figures and explains similarities and differences.

- Represents/describes locations of points; characteristics of 2-/3-dimensional figures, including characteristics of polygons/non-polygons.

- Classifies and compares the relationships among and between 2-/3-dimensional figures, including polygons and non-polygons.
- Uses characteristics of 2- and 3-dimensional figures, including polygons/non-polygons to draw conclusions.

Uses strategies to collect, organize, explain data and solves probability problems

- Collects and organizes data using a variety of graphs; analyzes data using mode and range; and makes predictions based on data.
- Lists, describes, and makes predictions about the results of a 1-event probability problem (e.g., one dice, one spinner).

SCIENCE

Applies the processes of scientific inquiry and uses scientific data accurately.

- Uses questioning strategies.
- Uses data collection throughout investigations.
- Organizes data into logical patterns and describes the patterns.
- Identifies the scientific processes to conduct an experiment.
- Conducts the experiment using appropriate tools, techniques, and measurements.
- Reports experimental process and results.

Understands the principles of life, physical, and earth/space science.

- Identifies and describes similarities and differences of animals and their offspring.
- Identifies adaptations that animals make to survive.
- Describes and compares types of energy.
- Demonstrates ways that forces cause actions and reactions.
- Identifies and explains natural cycles of Earth's land, water, and atmospheric systems.

Uses the relationships among science, technology, and society in historical and contemporary context.

- Demonstrates ways to avoid injury when conducting science activities.
- Knows why similar investigations may not produce similar results.
- Knows and explains why keeping accurate and detailed records is critical.
- Explains how technology is used in science for a variety of purposes.
- Describes how society has been affected by technological innovations.
- Describes ways that science and technology influenced lives and careers in society.
- Evaluates the effectiveness of reducing, reusing, and recycling in actual situations.
- Identifies and explains ways that technology changes ecosystems.
- Analyzes how specific personal and societal choices that humans make affect local, regional, and global ecosystems.

SOCIAL STUDIES

Understands political systems with an emphasis on the U.S.

- Understands that the U.S. is a republic with democratic traditions.
- Identifies the three branches of the U.S. government and their responsibilities.
- Recognizes that each of the five U.S. regions has its own special culture (customs, languages, religions) and heritage (history, traditions).

Understands how economic systems operate.

- Explains that the U.S. economy is based on a system of free enterprise.
- Explains a variety of economic systems and knows how they operate.
- Identifies the various natural resources of the U.S. and relates how the population uses them.

Understands local, state, and U.S. history.

- Knows major historical events, places, and people in the development of the U.S.
- Knows major historical people, places, and events shaping the history of Illinois.
- Understands the government structure in Illinois.

Understands geography and its effect on society.

- Locates, describes, and explains places, regions, and features on the Earth.
- Uses maps and other geographic representations and instruments to gather information.
- Knows how geography, climate, natural resources, and landforms affect the U.S. regions.
- Explains how the geographic formations of the U.S. created problems with the westward expansion of the United States.
- Compares characteristics of culture in the five regions of the U.S. as reflected in language, literature, and the arts.

HEALTH**Knows what to do to stay healthy.**

- Recognizes basic symptoms of and prevention strategies for common illnesses and disease.
- Describes how others influence the health of individuals.

Identifies body systems and how they function.

- Identifies basic body systems and their functions.

Makes healthy decisions.

- Demonstrates positive verbal and nonverbal communication skills.
- Describes key elements of a decision-making process.
- Describes skills essential to enhancing health and avoiding dangerous situations.

PHYSICAL EDUCATION**Uses skills needed to engage in physical activity.**

- Performs locomotor, non-locomotor, and manipulative skills.
- Demonstrates the ability to use different movement concepts.
- Knows and applies rules and safety procedures in physical activities.

Maintains a level of fitness.

- Demonstrates sustained participation in a variety of activities.
- Monitors individual heart rate before, during, and after physical activity.
- Sets a personal health-related fitness goal.

Develops cooperation and sportsmanship by working with others.

- Follows directions and accepts responsibility for one's actions.
- Works cooperatively with a partner or small group to reach a shared goal during physical activity.

Participates and applies effort in class.**VISUAL ARTS****Knows the language of the visual arts.**

- Identifies foreground, middle ground, and background.
- Identifies the qualities and use of colors.
- Relates lines, shapes, and forms to stability or action.
- Recognizes contrast through the use and placement of texture, value, and color.
- Describes the similarities and differences between two works of art that express the same idea.

Understands how works of visual art are produced through creating and performing.

- Identifies tools and processes used to create 2-D and 3-D works of art.
- Creates 2-D and 3-D works of art.

Recognizes and identifies the function of visual arts in everyday life, past and present.

- Describes the function of visual art in different regions of the United States.

Participates and applies effort in class.**MUSIC****Knows the language of music.**

- Identifies forms with repetition/contrast (e.g., AB, ABA), short, long, and like phrases; meter in 2 and 3.
- Identifies vocal and instrumental tone colors (e.g., choir, orchestra, band); and classifies instruments by family.
- Describes how dynamics and tempo create moods in selected music.
- Recognizes similar and contrasting qualities within works of art (e.g., a rock and folk version of a song).

Understands how works of music are produced through creating and performing.

- Interprets rhythmic notation, musical symbols, and notes on treble clef (bar line, repeat sign, double bar line).
- Identifies steps, leaps, and repeated notes.
- Sings selected songs.
- Adds harmony to songs (ostinato, round, partner songs, counter melodies).

Recognizes and identifies the function of music in everyday life, past and present.

- Sings selected traditional and folksongs.
- Relates various ethnic musical selections and traditional American songs to their culture.
- Relates facts about selected composers (e.g., Stephen Foster, Stravinsky, Handel, Mozart, Mendelssohn, Sousa).

Participates and applies effort in class.

Springfield Public School District 186 



**Fourth Grade
Standards-Based Report Card
Parent Explanation Brochure**