

Grade 4 Report Card

An Interpretive Guide to the Standards Based Report Card

The new Standards Based Report Card was developed K-5 to ensure that the New Jersey State Learning Standards (NJSLs) are not only being taught to our students, but also, to provide as much relevant information to you, the parent, concerning your child's mastery of these standards. The NJSLs language can be cryptic, so this sheet was developed to condense and simplify the skills the 4th grade students must know according to the NJSLs.

On the report card each child will receive an overall **Grade** (A, B, C, etc.) for the subject, as well as, a **Performance Level** (4,3,2,1) related to the standard(s) for each subject.

Grades

- A** = Excellent Achievement- *Difficult to earn.*
- B** = Above average achievement- *Should be celebrated.*
- C** = Average achievement- *Performing on grade level.*
- D** = Below average achievement- *child may need extra help/ interventions to understand concept or skill*
- F** = Considered failing

Levels of Performance

- 4:** Exceeds Expectations – *Student is mastering skills beyond their grade level for this standard.*
- 3:** Meets Expectation – *Student is at grade level for this standard*
- 2:** Approaching Expectation – *Student is making progress towards grade level*
- 1:** Does Not Meet Expectation – *Is not at grade level*
- N/A:** *Student has not been exposed to the standard yet.*

Language Arts Standards

Reading: Foundational Skills-

- Applies phonics / word recognition to words-Student knows and applies grade four phonics and word analysis skills in decoding words that are familiar and unfamiliar.
- Reads accurately and fluently to aid comprehension- Student reads with sufficient accuracy and fluency to support grade four reading comprehension.

Reading: Literature and Informational Text-

- Identifies key ideas and details- Student is able to refer to the text to answer questions about the story/poem/article and is able to summarize and draw **inferences**. The student is able to identify a theme, explain characters, and the sequence of events **in depth** and can explain how illustrations support the text.
- Identifies craft and structure of genre- Student is able to identify different types of writing, and refer to the structural elements of each. Student is able to compare and contrast points of view from different stories, including the difference between first- and third-person narrations, and article bias from the same topic.
- Uses evidence to support ideas- Student is able to utilize specific ideas, information, or illustrations from the text to compare themes and topics. Student is able to use data quantitatively to support an argument.

Writing: Writing and Language-

- Applies a variety of genres for different purposes- Student is able to write; 1) opinion pieces on topics or texts, supporting a point of view with reasons and evidence. 2) informative / explanatory texts to examine a topic and convey ideas and information clearly. 3) narratives to develop real or imagined experiences / events using effective technique, descriptive details, and clear event sequences.
- Writes effectively to communicate knowledge- Student is able to introduce a topic clearly and group related information in paragraphs and sections with proper formatting throughout. Student is able to develop the topic with facts, definitions, concrete details, quotations, etc. Student is able to link ideas using key words and phrases (e.g., *another, for example, also, because*).
- Applies research skills and presents knowledge- Student is able to research a topic effectively through print or digital media by taking notes and sorting evidence and then use the data to support their analysis of a topic.
- Accuracy of spelling in written work- Student spell checks their work before submitting to the teacher.
- Understands and applies grammar skills- Student demonstrates command of the English language by utilizing the following effectively; relative pronouns and adverbs, progressive verb tenses, grammar, and prepositional phrases. Students will also show command using; capitalization, commas in a compound sentence and in dialogue, and use punctuation for effect.

- Uses vocabulary appropriately- Student uses grade appropriate vocabulary. Student is able to use context as a clue to the meaning of a word or phrase. Student demonstrates understanding of figurative language, word relationships, and hidden meanings words. (similes, metaphors, adages, antonyms, etc.)

Math Standards

Operations and algebraic thinking:

- Demonstrates fluency in basic math facts- Student is able to add, subtract, multiply and divide digits up to 100.
- Uses strategies to add, subtract, multiply and divide- Students effectively use the four operations with whole numbers to solve problems. Student is able to complete multi-digit multiplication to find a product, and divide using multi-digits dividends (up to 4 numbers) to find a quotient.

Number and operations in base ten and fractions:

- Understands place value to add and subtract multi-digits- Student understands place value to 1,000,000, understanding the relative sizes of numbers in each place. Student is able to compare numbers using the symbols $>$, $=$, $<$ and is able to use the principle of place value to round multi digit whole numbers to any place.
- Understands fractions- Student recognizes equivalent fractions (e.g., $15/9 = 5/3$). Student understands more complicated fractions than unit fractions ($1/2, 1/4$, etc.) and is able to multiply a fraction by a whole number. Students are able to recognize fractions in decimal form and compare them.

Measurement and Data:

- Uses measurement and estimation to solve problems- Student is able to convert to smaller/larger units of measurement (i.e. km, m, cm.) Students can use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. Student is able to apply the area and perimeter formulas for rectangles in real world and mathematical problems.
- Represents and interprets data- Student is able to create a line plot to display unit fractions ($1/2, 1/4, 1/8$). Student is able to solve problems involving addition and subtraction of fractions by using information presented in line plots.
- Understands area and perimeter- Student recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint, and understands simple concepts of angle measurement: Students can measure angles in whole-number degrees using a protractor and sketch angles of specified measure.

Geometry:

- Reasons with shapes and their attributes- Student is able to draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these objects in two-dimensional figures. Student is also able to; 1) classify two-dimensional figures based on certain properties i.e. Specific angles they may have, 2) Recognize right triangles and lines of symmetry.

Social Studies

- Understands key concepts and skills- Student comprehends the topic at hand and utilize effectively the skills adapted for the learning the topic.
- Uses research skills and evidence to form a conclusion- Student is able to take notes, organize data, and formulate their own opinion on issues relevant to the topic.

Science

- Understands key concepts and skills- Student comprehends the unit of study and utilize effectively the skills adapted for the learning the topic.
- Uses research skills and evidence to form a conclusion- Student is able to take notes, gather and organize scientific data and use data to form appropriate hypotheses relevant to the topic.

Technology:

- Uses digital tools in order to solve problems- Student is able to utilize technology effectively to organize and present ideas through different media, i.e. word processing, PowerPoint, e-mailing, etc. Student is able to evaluate the usefulness of internet sites when researching.
- Understands the nature and impact of technology- Student is able to identify the influence technology has on education including; technology as a resource for information, technology as a resource for collaboration, and the need for good digital citizenship.