

**Springhurst Elementary School  
Report Card Support Information for Parents**

**Grade 4**

**INTRODUCTION**

Your child's success at school depends greatly on the communication and collaboration between teachers and parents. In an effort to enhance this effort, the Springhurst faculty has created this document to assist you in understanding the various components of the Springhurst report card. By creating this document we hope to be able to provide you with greater clarity regarding the areas in which your child's progress is being assessed. It is suggested that you use this document as a resource when looking at your child's report card.

The assessment categories can be defined as follows:

**Exceeds Expectations -**

Student consistently displays a superior understanding of content, concepts, and skills.

**Meets Expectations -**

Student consistently displays a knowledge and understanding of content, concepts, and skills.

**Experiencing Difficulty -**

Student consistently displays only a limited understanding of content, concepts, and skills.

**Not Assessed This Marking Period -**

Content, concepts, and skills are not assessed during the grading term.

We have listed some examples of what might be included under each specific report card criteria for Reading, Writing, Listening/Speaking, and Mathematics. This is a sampling of topics and concepts that students learn at different points during the school year, not during every marking period. Nor is it a comprehensive list of everything students learn throughout the year. Criteria for each subject, as well as the examples that follow, have been developed to correspond to the New York State Standards for Learning, which can be viewed in their entirety at the NY State Education Department's website: <http://www.p12.nysed.gov/ciai/cores.html>

Should you have any questions about this document, your child's report card, or any aspect of your child's progress, please do not hesitate to contact your child's teacher.

## Reading

Chooses appropriate reading materials independently

- Students choose text that they can read fluently and with understanding (5 or fewer mistakes per page)

Uses word analysis skills effectively

- Students use knowledge of prefixes, suffixes, base words to read unknown words
- Students use context clues to determine meaning of unfamiliar words

Uses comprehension strategies effectively

- Students make use of some or all of the strategies to aid in understanding what they read:
  - Make logical predictions about story events
  - Ask questions before, during, and after reading
  - Reread when they don't understand
  - Make personal connections to themselves, other books, and the world around them
  - Get a picture in their mind based on what they read
  - Use clues that an author leaves to find an unwritten meaning or message (inferring)

Reads fluently

- Students read longer, meaningful phrases and adjust his/her reading rate
- Students are attentive to punctuation as they read
- Students adjust intonation as they read to show meaning

Participates in discussions

- Students make relevant comments when talking about books in various situations: read aloud, partnership, guided reading group, and book club

Writes responses to literature using evidence from the text

- Students are able to share their thoughts about books they read in written format (several paragraphs), citing reasons for their thinking from the text

## Writing

Writes independently in writer's notebook

- Students choose topics to write about in their writer's notebook
- Students write a variety of entries in their writer's notebook

Organizes and develops ideas with detail and elaboration

- Students' writing has a beginning, middle, and end
- Students include many relevant supporting details throughout their story to expand on it

Applies spelling rules and patterns in written work

- Students use conventions of spelling and phonetic rules in their writing

Spells correctly in written work

- Students spell 4<sup>th</sup> grade core words based on the Rebecca Sitton Spelling Program

Applies editing skills taught

- Students check their written work and correct grade-appropriate errors in capitalization, punctuation, and the spelling of high-frequency words

Applies and utilizes revision strategies taught

- Students revise their writing using various forms of craft taught in the Writing Workshop, i.e. sentence beginnings, better word choice, zooming in, show—don't tell, stretching a moment, using descriptive words, dialogue, endings

Writes legibly

- Students form manuscript and cursive letters correctly, with appropriate sizing and spacing using the Zaner-Bloser program

Applies grammar skills in written work

- Students apply rules for capitalization, punctuation, and word usage
- Students write in complete sentences without omissions

Applies genre-specific criteria to written pieces

- Students will use a written technique that matches the genre that is being taught, i.e. poetry, non-fiction, personal narrative, persuasive writing

### **Listening and Speaking**

Responds appropriately in class discussions

- Students make relevant comments
- Students take turns speaking
- Students listen to each other

Expresses ideas clearly and effectively

- Students speak in sentences
- Students explain their thinking
- Students speak in a clear, articulate manner and use appropriate volume

### **Mathematics**

Quick recall of facts

- Quick recall of addition/subtraction facts to 20
- Quick recall of multiplication facts to 10x10

Computes accurately

- Adds and subtracts multi-digit numbers up to five digits
- Uses a variety of strategies to multiply and divide multi-digit numbers
- Adds and subtracts money amounts

Demonstrates strong number sense

- Compares and orders numbers to millions
- Identifies place value in numbers to hundred millions
- Uses strategies for putting together and breaking apart numbers
- Reads and writes decimals to hundredths

- Estimates to predict and check reasonableness of answers
- Uses strategies to generate equivalent fractions

#### Recognizes and understands mathematical patterns

- Solves open number sentences with one operation
- Uses the symbols  $>$ ,  $<$ ,  $=$ , and  $()$  to compare whole numbers, unit fractions and decimals (up to hundredths)
- Analyzes number patterns and identifies the rule

#### Recognizes geometric shapes and relationships

- Identifies and names polygons (triangle, quadrilateral, pentagon, hexagon, and octagon)
- Identifies points and line segments
- Calculates the perimeter and area of shapes
- Identifies angles as acute, obtuse and right
- Identifies lines of symmetry

#### Uses measuring tools accurately and appropriately

- Uses a ruler to measure to the nearest standard unit (whole,  $\frac{1}{2}$ , and  $\frac{1}{4}$  inches, whole feet, whole yards, whole centimeters and whole meters)
- Identifies equivalent customary and metric units of length (12 inches=1 foot, 1 yard=3 feet, 100cm=1 meter, 10 mm=1 cm)
- Makes change using combined coins and dollar amounts
- Calculates elapsed time in hours and half hours and in days and weeks, using a calendar

#### Collects, organizes, displays and interprets data

- Represents data using tables, bar graphs, and pictographs
- Reads and interprets line graphs
- Uses, interprets and summarizes data

#### Applies problem solving strategies

- Identifies essential information in a problem and chooses appropriate strategy
- Uses a variety of strategies to solve problems (i.e. trial and error, pictures/diagrams, manipulatives)
- Explains to others how a problem was solved, giving strategies and complete process

#### Communicates ideas using mathematical language

- Clearly explains thought process to others both verbally and in writing
- Uses appropriate mathematical terms, vocabulary and language
- Participates actively in math discussions