



Nashoba Regional School District

Standards-Based Report Card
Parent Guide

Fourth Grade

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About this Handbook

This handbook is intended to provide additional information regarding the standards-based grading process in the Nashoba Regional School District.

Our report cards are the result of collaboration between teachers, administrators and families. The primary goal of these report cards is to provide information regarding students' progress throughout the year with respect to both content standards and habits of learning. Teachers use multiple measures to assess children's performance in each area. The hope is that, by the end of the year, every family has a comprehensive picture of a child's learning and growth over the course of the year.

Introduction to Standardized Reporting

What are standards?

Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content areas.

Example: (Mathematics/ Measurement and Data section) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

This particular math standard is what needs to be accomplished by the end of second grade (trimester 3).

What are the benefits of standardized reporting?

On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery.

The Standards-Based Reporting System



Standards are outlined by the Massachusetts State Standards.

Curriculum is developed to ensure that all standards are being taught.

Instruction is guided by standards-based curriculum and informed by ongoing assessment data.

Formative & Summative Assessments are used to accurately measure students' progression toward the standards.

Reporting Tools enable teachers to show student growth toward:

- End-of-the-year standards
- Social Behavior and Work Habit

Standard Scale

The standard scale shows a student's progress toward mastery of the end-of-year standards.

4	Student demonstrates mastery of the grade-level standard independently.
3	Student is approaching mastery of the grade-level standard independently .
2	Student is progressing toward the grade-level standard with additional instruction and support .
1	Student is beginning to progress toward the grade-level standard with additional instruction and support .
NA	Standard not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of the year expectations, the majority of students will not earn a standard scale score of 4 in trimester 1 and trimester 2. In addition, as a result of the increasing complexity of skills, student performance may fluctuate throughout the school year. It is possible that a student who was approaching mastery in one trimester could require additional support as the content becomes more complex. This student could receive a lower numeric grade in a later trimester.

When grade-level students are working independently, some students may require **additional academic instruction and support** such as:

- Consistent need to receive additional instruction in a small group or one-to-one on independent assignments
- Require more frequent check-ins related to the content during independent work
- Require additional scaffolding and visuals in order to complete independent assignments
- Significant or frequent review or reteaching to complete independent assignments

If a student independently demonstrates understanding of a content standard, that student would be able to receive a 3 or 4 even if that student has received additional support leading up to the independent assessment. If the student continues to require this additional support on the independent assessment, that student would receive a 1 or 2. The grading scale refers to instruction and support beyond what is required by an IEP.

A student may also receive a NA (not assessed) on a particular standard in a given trimester. Some of the standards are not addressed in a particular trimester; therefore, the students are not formally assessed in these areas. This is particularly true of science and social studies, as teachers share supplies and may teach the standards at different times throughout the year.

Social Behavior and Work Habit Scale

This scale utilizes three point descriptors, which are represented by M, I, and S.

- M Meets expectations**
- I Inconsistently meets expectations**
- S Seldom meets expectations**

This scale applies to the sections of the report card listed below:

Strives for Quality- Assesses the effort of the student in the following academic content areas:

- Speech, Listening, and Language
- Reading
- Writing
- Mathematics
- Science, Technology, and Engineering
- History and Social Sciences

Social Behavior/ Work Habits- Assesses the social behavior and work habits of the student throughout the school day.

Specialist Reporting- Assesses student's demonstration of respectful behavior and appropriate level of effort in each specialist discipline

*See Social Behavior and Work Habits section of this handbook for more information.

Content Areas Reporting Standards

Listed below are the general content areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3.

English/ Language Arts

By the end of trimester 3, a student who has mastered year-end expectations:

Reading:

Demonstrates an understanding of fictional text

- Determines the **main idea** of a story, drama, or poem from details in a text.
- Determines the **theme** of a story, drama, or poem from details in a text.
- Refers to details and examples in a text when drawing inferences from the text.

Demonstrates an understanding of non-fictional text

- By the end of the year, reads and comprehends informational texts, including history/ social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Determines the main idea of a text and explain how it is supported by key details.
- Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing:

Demonstrates an understanding of conventions when writing.

- Uses correct capitalization.
- Uses a comma before a coordinating conjunction in a compound sentence.
- **Uses commas and quotations marks to mark direct speech and quotations from a text.**

Demonstrates command of standard English grammar

- Uses relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Forms and uses the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- Uses modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly uses frequently confused words (e.g., *to, too, two; there, their*).

Writes structured and supported opinion pieces

- Introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provides reasons that are supported by fact and details.
- Links opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- Provides a concluding statement or section related to the opinion presented.
- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Writes structured and descriptive narratives

- Orients the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally.
- Uses dialogue* and description to develop experiences and events to show the responses of characters to situations. ***(Dialogue assessed beginning in trimester 3.)**
- Uses a variety of transitional words and phrases to manage the sequence of events.
- Uses concrete words and phrases and sensory details to convey experiences and events precisely.
- Provides a conclusion that follows from the narrated experiences or events.
- **Uses similes and/or metaphors in narrative writing. (Similes/metaphors assessed beginning in trimester 2.)**
- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Writes structured and supported informational pieces.

- Introduces a topic clearly and groups related information in paragraphs and sections; includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Links ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Uses precise language and domain-specific vocabulary to inform about or explain the topic.
- Provides a concluding statement or section related to the information or explanation presented.
- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Mathematics

By the end of trimester 3, a student who has mastered year-end expectations:

Operations and Algebraic Thinking

Solves multistep word problems using all four equations

- Chooses correct operation to solve multistep word problem. Uses estimation and mental computation to solve the reasonableness of their answer. Correctly interprets remainders.

Knows multiplication and related division facts through 12 x 12.

- Knows from memory all products through 12 x 12.
- Knows from memory all related division facts through 12 x12.

Number and Operation in Base Ten:

Fluently adds and subtracts multi-digithole numbers

- Fluently adds and subtracts multi-digit whole numbers using the standard algorithm.

Applies understanding of the place value system.

- Recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compares two multi-digit numbers based on meanings of the digits in each place.
- Uses place value understanding to round multi-digit whole numbers to any place.

Demonstrates an understanding of multiplication with multi-digit numbers.

- Uses strategies based on place value and the properties of operations to solve 4X1 2X2 digit multiplication problems.

NOTE: It is not expected that grade 4 students multiply using algorithms. The intent is that they build conceptual, numeric and place value understanding.

Demonstrates an understanding of division with 1-digit divisors.

- Finds whole-number quotients with remainders with up to four-digit dividends and one-digit divisors.

NOTE: It is not expected that grade 4 students divide using algorithms. The intent is that they build conceptual, numeric and place value understanding.

Number and Operation – Fraction:

Demonstrates an understanding of fraction concepts

- Uses concrete and/or visual models to generate and explain equivalent fractions and order fractions.
- Adds and subtracts fractions and mixed numbers with like denominators. Solves word problems involving the addition and subtraction of fractions.
- Multiplies a fraction by a whole number.
- Uses decimal notation for fractions with denominators 10 or 100.

Geometry/Measurement and Data:

Identifies, classifies and measures two-dimensional figures.

- Measures angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- Recognizes angles as additive.
- Identifies angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures. Classifies shapes by the properties of their sides.

Science, Technology & Engineering

By the end of trimester 3, a student who has mastered year-end expectations:

Earth and Space Science Strand

Investigates and analyzes changes to Earth’s surface related to weathering and erosion.

- Uses evidence to support a claim about the role of erosion or deposition in the formation of the landscape over long periods of time.
- Makes observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion.
- Analyzes and interprets maps of Earth’s surface.

Life Science Strand

Argues that specific animal and plant structures support their survival, growth, behavior, and reproduction

- Constructs an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.

Physical Science Strand

Investigates and explains transfer of and changes in the energy of an object.

- Uses evidence to construct an explanation relating the speed of an object to the energy of that object.
- Makes observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Asks questions and predict outcomes about the changes in energy that occur when objects collide.
- Develops a model of a simple mechanical wave (including sound) to communicate that information about wave properties.
- Develops a model to describe that light must reflect off an object and enter the eye for the object to be seen.

Technology and Engineering Strand

Tests and analyzes the design features of a model or prototype.

- Plans and carry out tests of one or more design features of a given model or prototype.
- Evaluates relevant design features that must be considered in building a model or prototype of a solution to a given design problem.
- Evaluates different solutions to reduce the impacts of a natural event such as an earthquake, blizzard, or flood on humans.
- Tests and refines a device that converts kinetic energy to electrical energy or uses stored energy to cause motion or produce light or sound.
- Develops and compares multiple ways to transfer information through encoding, sending, receiving, and decoding a pattern.

History and Social Sciences

By the end of trimester 3, a student who has mastered year-end expectations:

Geography

Identifies states and capitals of the United States.

Demonstrates an understanding of the geographic regions of North America and their distinct characteristics.

Demonstrates an understanding of the climate, major physical characteristics, and major natural resources of North America.

Demonstrates an understanding of the impact of various indigenous and immigrant people on North America.

Civics and Government

Demonstrates an understanding of the rights and responsibilities of being a United States citizen and the process by which one becomes a citizen.

Social Behavior and Work Habits

The Social Behavior and Work Habits section of the report card stems directly from the *Responsive Classroom* core values: **cooperation, assertion, responsibility, empathy, and self-control**. These core values encompass all of the social and work behaviors that are exhibited by the students in the classroom. The students will receive an M (meets expectations); an I (inconsistently meets expectations) or an S (seldom meets expectations) per core value descriptor. If more information regarding social behavior needs to be addressed beyond just an (M), (I), or (S), the teacher may provide this information in the comment section of the report card.

Comments

The comment section of the report card allows the teachers to address any section of the report card more specifically.

Example: A child earns an (I) in the “Works collaboratively with others” section of social behavior for showing great cooperation in the classroom during the first ten weeks of school. Just in the last week, however, has been challenged with being cooperative, so the teacher makes note of the recent behavior change in the Comments Section.

The comments also will give the teacher a chance to comment on a more “personal” level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

Additional Information

If you have any additional questions or concerns regarding the standard-based report card or the Parent Guide, please direct those questions to your child’s teacher. Thank you and enjoy the standards-based reporting tool.