

# Los Gatos Union School District



## Standards-Based Report Card

### Fourth Grade

### Parent Handbook 2018 - 2019

Revised September 2018

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Dear Parents and Guardians,

The Los Gatos Union School District’s new *Standards-Based Report Card* is fully aligned with the State of California’s Common Core Standards. The scores on the report card do not reflect every standard taught and assessed during the school year, but rather the prioritized standards selected by the district’s grade-level teams. Prioritized standards were selected because they were considered high leverage standards that are indicators of future academic success. These prioritized standards are reported on in the scope and sequence designed by teacher teams. The following documents show these selected prioritized standards in the corresponding trimester that they are taught and formally assessed.

We hope the Standards-Based Report Card is a useful tool that enhances school and home communication, and that it provides the basis for ongoing dialogue to support each student’s success.

Sincerely,

Arcia Dorosti  
Director of Curriculum, Instruction and Assessment  
adorosti@lgusd.org

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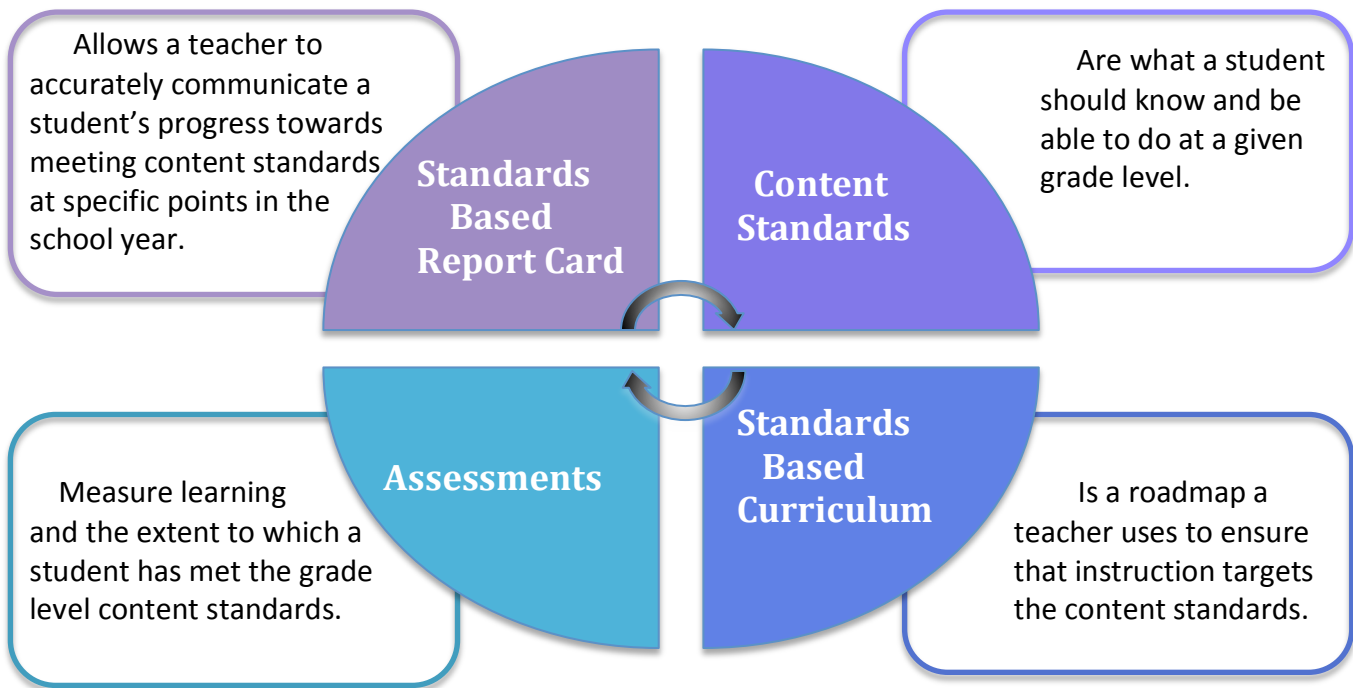
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## Components of a Standards-Based System



TRADITIONAL SYSTEMS	STANDARDS-BASED SYSTEM
<ul style="list-style-type: none"> <li>Major subjects listed by name only</li> </ul>	<ul style="list-style-type: none"> <li>Content standards and grade-level indicators define major subjects</li> </ul>
<ul style="list-style-type: none"> <li>One grade per subject</li> </ul>	<ul style="list-style-type: none"> <li>One grade for each goal within a subject area</li> </ul>
<ul style="list-style-type: none"> <li>Percentage system</li> <li>Criteria often unclear or assumed to be known</li> </ul>	<ul style="list-style-type: none"> <li>Criterion-referenced standards and goals</li> <li>Publicly published criteria/targets</li> </ul>
<ul style="list-style-type: none"> <li>Uncertain mix of achievement/attitude/effort/behavior</li> <li>Includes group scores</li> </ul>	<ul style="list-style-type: none"> <li>Achievement only</li> <li>Individual evidence only</li> </ul>
<ul style="list-style-type: none"> <li>Everything is scored and included regardless of when it was completed in the grading period</li> </ul>	<ul style="list-style-type: none"> <li>Most recent evidence emphasized</li> </ul>
<ul style="list-style-type: none"> <li>Grades "calculated"</li> </ul>	<ul style="list-style-type: none"> <li>Grades "determined" by measuring progress towards meeting standards</li> </ul>
<ul style="list-style-type: none"> <li>Varied quality of assessments</li> </ul>	<ul style="list-style-type: none"> <li>Quality assessments only and data carefully recorded</li> </ul>
<ul style="list-style-type: none"> <li>Teacher decides and announces grades</li> </ul>	<ul style="list-style-type: none"> <li>All aspects of grading discussed with students</li> </ul>

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## Progress Towards Standards

In grades kindergarten through fifth grade, there are three trimesters per school year. At the end of each trimester, teachers will provide information about your student's progress on the Standards-Based Report Card.

For each reporting period, students are evaluated based on their progress in specific, prioritized standards or learning objectives taught during the trimester.

The final report card reflects the student's end-of-year progress in mastering the prioritized standards for that grade level. Proficiency levels are broadly defined as follows:

### SCORING

On a Standards-Based Report Card, a mark of "3" is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of "3" and "2" both indicate that a student is working within the expectation of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The goal is that students will achieve a "3" by the end of the year for each grade-level standard. Learners are scored on their progress made toward mastery of the expectations set forth for each marking period.

# 3

#### **Adequate Understanding of Grade Level Common Core State Standards**

A mark of "3" indicates that the student's progress meets grade-level expectations as demonstrated by evidence which shows individual understanding and consistent application of grade-level concepts. This student has met the expectation independently and requires little to no adult support to demonstrate proficiency after instruction has been delivered.

# 2

#### **Partial Understanding of Grade Level Common Core State Standards**

A mark of "2" indicates that the student has basic understanding of, or partially meets grade-level expectations. The student's progression of skills and information is in the expected range, but he/she still requires support and assistance to meet the requirements of the academic standard for his/her grade-level.

# 1

#### **Minimal Understanding of Grade Level Common Core State Standards**

A mark of "1" indicates that the student has minimal understanding of or consistently does not meet grade-level expectations. Student is not meeting the requirements of the grade-level standard at this time. His/her instructional level is characterized as requiring teacher support and differentiation/accommodations or modifications.

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## Frequently Asked Questions about Standards Based Grading and Reporting

### What are standards based report cards?

On many traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

### Goals of our standards based report card:

1. Clarify and reinforce consistent, high expectations for all students and schools.
2. Help teachers, students, and families focus on the standards throughout the school year.
3. Provide specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement.

### Why are we updating our report card?

Aligning classroom instruction, assessment, and feedback to students and families to the rigorous Common Core State Standards is essential to improving teaching and learning. The revised, K-5 standards-based report card is only one component in this effort. Other efforts include classroom assessments based on standards, student and parent conferences, and the use of Common (district-wide) Benchmark Assessments in both Math and English Language Arts. Each of these creates an opportunity for individual and groups of teachers to reflect on student learning and their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning.

### How can I tell the District's report cards are aligned to the California Standards?

The Los Gatos Union School District's new Standards Based Report Card is fully aligned with the state of California's Common Core Standards. The report card features every domain, heading, and subheading from the Common Core State Standards. Go to <http://www.cde.ca.gov/re/cc/> to have full access to all of the California State Standards.

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### **How will teachers determine the grades?**

Teachers will determine grades using the Los Gatos Union School District's Common Benchmark Assessment given at the end of each trimester in both Math and English Language Arts. The Common Benchmark Assessment is used by teachers to assess prioritized standards. However, the Common Benchmark Assessment is not the only information that teachers use to assign a grade to a student. Teachers will also use classwork and formative assessment data collected during the trimester to inform the grades they assign on the prioritized standards.

### **How frequently will report cards be distributed?**

Report cards will be distributed three times during the school year using a trimester timeline. Each marking period is approximately 13 weeks long. The dates of the marking periods are indicated on the district calendar.

### **What is the difference between Curriculum, Grading, and Reporting?**

The curriculum covers all of the state standards and places them in a logical scope and sequence in a yearlong plan. Grading is the feedback given to students detailing progress towards mastery of grade level standards or expectations. Teachers are reporting progress to parents on prioritized standards, which are commonly assessed across the district and appear on the report card at the end of each trimester.

**Prioritized Standards for Report Card (per Trimester)***Prioritized Standards are subject to changes*

<b>Fourth Grade Common Core ELA Curriculum Map - Trimester 1</b>	
<b>Prioritized ELA Standards</b>	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
4.RL.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Standard	Reading Standards for Foundational Skills
Standard	Writing
<i>Text Types and Purposes</i>	
4.W.03a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
4.W.03b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
4.W.03c	Use a variety of transitional words and phrases to manage the sequence of events.
4.W.03d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
4.W.03e	Provide a conclusion that follows from the narrated experiences or events.
Standard	Speaking and Listening
<i>Presentation of Knowledge and Ideas</i>	
4.SL.04	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard	Language
<i>Conventions of Standard English</i>	
4.L.01f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

<b>Fourth Grade Common Core Math Curriculum Map - Trimester 1</b>	
<b>Prioritized Math Standards</b>	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
<i>Use the four operations with whole numbers to solve problems.</i>	
4.OA.03	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
<i>Gain familiarity with factors and multiples.</i>	
4.OA.04	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

## Fourth Grade Common Core Math Curriculum Map - Trimester 1 (cont.)

### Prioritized Standards for Report Card (per Trimester)

*Prioritized Standards are subject to changes*

Standard	Number and Operations in Base Ten
<i>Generalize place value understanding for multi-digit whole numbers.</i>	
4.NBT.01	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>	
4.NBT.04	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Standard	Number and Operations - Fractions
Standard	Measurement and Data
Standard	Geometry

## Fourth Grade Common Core Music Curriculum Map - Trimester 1

### Prioritized Music Standards

Use the following standards when evaluating a student's progress for this trimester.

Standard	Artistic Perception
Standard	Creative Expression
Standard	Historical and Cultural Context
<i>Diversity of Music</i>	
4.DM.03.3	Sing and play music from diverse cultures and time periods.
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications



**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Fourth Grade Common Core ELA Curriculum Map - Trimester 2</b>	
<b>Prioritized ELA Standards</b>	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
4.RI.01	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<i>Craft and Structure</i>	
4.RL.06	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<i>Integration of Knowledge and Ideas</i>	
4.RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Standard	Reading Standards for Foundational Skills
Standard	Writing
<i>Text Types and Purposes</i>	
4.W.02a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., heading), illustrations, and multimedia when useful to aiding comprehension.
4.W.02b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4.W.02c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).
4.W.02d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
4.W.02e	Provide a concluding statement or section related to the information or explanation presented.
Standard	Speaking and Listening
Standard	Language
<i>Conventions of Standard English</i>	
4.L.02a	Use correct capitalization
<i>Knowledge of Language</i>	
4.L.03c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

<b>Fourth Grade Common Core Math Curriculum Map - Trimester 2</b>	
<b>Prioritized Math Standards</b>	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
<i>Use the four operations with whole numbers to solve problems.</i>	
4.OA.03	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Fourth Grade Common Core Math Curriculum Map - Trimester 2 (cont.)</b>	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Number and Operations in Base Ten
	<i>Use place value understanding and properties of operations to perform multi-digit arithmetic</i>
4.NBT.05	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Standard	Number and Operations - Fractions
	<i>Extend understanding of fraction equivalence and ordering.</i>
4.NF.02	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
	<i>Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.</i>
4.NF.03a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
Standard	Measurement and Data
Standard	Geometry

<b>Fourth Grade Common Core Music Curriculum Map - Trimester 2</b>	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
Standard	Creative Expression
Standard	Historical and Cultural Context
<i>Diversity of Music</i>	
4.DM.03.3	Sing and play music from diverse cultures and time periods.
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

<b>Fourth Grade Common Core ELA Curriculum Map - Trimester 3</b>	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
4.RI.02	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<i>Craft and Structure</i>	
<i>Integration of Knowledge and Ideas</i>	
4.RI.09	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Standard	Reading Standards for Foundational Skills
Standard	Writing
<i>Text Types and Purposes</i>	
4.W.01a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
4.W.01b	Provide reasons that are supported by facts and details.
4.W.01c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).
4.W.01d	Provide a concluding statement or section related to the opinion presented.
Standard	Speaking and Listening
Standard	Language
<i>Vocabulary Acquisition and Use</i>	
4.L.05c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

<b>Fourth Grade Common Core Math Curriculum Map - Trimester 3</b>	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
<i>Gain familiarity with factors and multiples.</i>	
4.OA.04	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
<i>Generate and analyze patterns.</i>	
4.OA.05	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
Standard	Number and Operations in Base Ten

**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Fourth Grade Common Core Math Curriculum Map - Trimester 3 (cont.)</b>	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Number and Operations - Fractions
<i>Understand decimal notation for fractions, and compare decimal fractions.</i>	
4.NF.05	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 34/100</math>.</i>
Standard	Measurement and Data
<i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i>	
4.MD.01	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), . . .</i>
<i>Represent and interpret data.</i>	
4.MD.04	Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ , $1/4$ , $1/8$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>
<i>Geometric measurement: understand concepts of angle and measure angles.</i>	
4.MD.06	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
Standard	Geometry
<i>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</i>	
4.G.01	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

<b>Fourth Grade Common Core Music Curriculum Map - Trimester 3</b>	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
Standard	Creative Expression
Standard	Historical and Cultural Context
<i>Diversity of Music</i>	
4.DM.03.3	Sing and play music from diverse cultures and time periods.
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications