Issaquah School District
Elementary Report Card
Parent/Guardian Fourth Grade Reference Guide

This scoring guide represents academic expectations for year end. Reporting each trimester reflects student progress toward the end-of-year standards.

Scoring Key for Behaviors that Promote Learning	
C	Consistently
O	Often
S	Sometimes
R	Rarely
M	Modified for IEP*

Scoring Key for Academic Performance		
4	**Exceeds Standard**	• Demonstrates exceptional skill/concept development • Applies learning to other subject areas independently
3	**Meets Standard**	• Demonstrates skill/concept development appropriate for the grade level • Applies learning to other subject areas with guidance
2	**Approaches Standard**	• Demonstrates skill/concept development that is below the grade level expectations • Requires extra time, support, and/or practice
1	**Well-below Standard**	• Demonstrates skill/concept development that is significantly below the grade level expectations • Requires extended time, support, and/or practice
NA	**Not Assessed**	• Not assessed this trimester
M	**Modified Expectation for IEP***	• In areas where a student's score is based on or impacted by IEP goals, the score will appear with an "M" meaning modified
ELP	**English Language Proficiency***	• Indication of student's language skills in speaking, listening, reading, and writing

* Please refer to the last page of this document for Special Education and ELL grading protocol.

Respect
- Follows school rules and expectations
- Listens with empathy
- Uses kind actions and words
- Recognizes and shows consideration for the rights and feelings of others

Responsibility
- Follows directions
- Is accountable; stays focused on task
- Demonstrates organizational skills
- Manages time wisely and completes assigned work on time

Collaboration
- Contributes responsibly in partner and group settings
- Respects and considers different opinions and ideas

Persistence
- Is able to continue when faced with a challenge; does not give up easily
- Accurately monitors own effort toward learning goals; reflects on progress

Flexibility
- Adapts positively to new or different situations and ideas
- Makes transitions efficiently

Problem Solving
- Tries a variety of approaches, strategies, or alternatives
- Independently considers options and attempts solutions

Speaking and Listening
- Actively listens
- Participates in collaborative conversations; shares ideas
- Takes responsible risks in sharing learning

Reads Grade Level Text
- Reads and comprehends text accurately

Comprehension
- Key Ideas and Details
  - Uses text-based evidence to make inferences and demonstrates understanding of text
  - Determines main idea(s) and themes
  - Summarizes text
  - Describes causes and effects between characters and events
- Craft and Structure
  - Determines the meaning of words and phrases, including content-related words
  - Uses text structure and text features in informational texts
    - Cause and effect
    - Chronological
    - Problem/solution
    - Compare and contrast
  - Explains text structure and text features in literature
    - Poems (verse, rhythm)
    - Drama (dialogue, settings)
  - Compares and contrasts different points of view
- Integration
  - Uses information from illustrations, print, and digital texts to deepen understanding
  - Explains how authors use reasoning and evidence to support their points
  - Compares and contrasts themes
  - Uses information from multiple texts in research

Fourth Grade
Writing

Production and distribution of a variety of text types: Narrative, Informational, Opinion
Structure
- Writes narratives using effective technique, descriptive details, and clear event sequences
- Writes informative texts to examine a topic and clearly convey information
- Writes opinion pieces supporting point of view with reasons and information
- Uses leads, transitions, and organization
- Composes a strong ending specific to the type of writing

Development
- Uses descriptive language, dialogue, and thoughts to bring story to life
- Includes facts, evidence and figurative language to support opinion
- Uses precise language to show expertise on a subject
- Elaborates on ideas in ways appropriate for the type of writing

Language Conventions
- Uses grade appropriate grammar, spelling, and conventions in writing

Content

- **Operations and Algebraic Thinking**
  - Uses the four operations with whole numbers to solve problems
  - Gains familiarity with factors and multiples
  - Generates and analyzes patterns
- **Number and Operations in Base Ten**
  - Generalizes place value understanding for multi-digit whole numbers
  - Uses place value understanding and properties of operations to perform multi-digit arithmetic
- **Fractions**
  - Extends understanding of fraction equivalence and ordering
  - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
  - Understands decimal notation for fractions, and compares decimal fractions
- **Measurement and Data**
  - Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit
  - Represents and interprets data
  - Geometric measurement: understands concepts of angle and measures angles
- **Geometry**
  - Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles

Practices

- Makes sense of problems and perseveres in solving them
- Reasons abstractly and quantitatively
- Constructs viable arguments and critiques the reasoning of others
- Models with mathematics
- Uses appropriate tools strategically
- Attends to precision
- Looks for and makes use of structure
- Looks for and expresses regularity in repeated reasoning

Fourth Grade
Science

Understands and applies skills and concepts related to scientific principles from among the following content areas:
- Physical Science: States of Matter
- Earth and Space Science: Earth in Space; Formation of Earth Materials
- Life Science: Ecosystems and Food Webs

Fourth Grade
Social Studies

Understands and applies skills and concepts related to social studies from among the following content areas:
- Regions of Washington
- Washington History
- Washington Connects to the Pacific Rim

Fourth Grade
Music

Demonstrates behaviors that promote learning
- Stays on task
- Follows directions
- Contributes positively

Demonstrates skills and concepts
- Sings
- Performs with instruments
- Reads and notates music
- Composes and improvises
- Listens, analyzes, and describes music

Fourth Grade
Health and Fitness

Demonstrates behaviors that promote learning
- Stays on task
- Follows directions
- Contributes positively

Demonstrates skills and concepts related to health and fitness from among the following content areas:
- Demonstrates locomotor, non-locomotor, manipulatives, balance, and rhythm skills in group activities
- Applies movement concepts in cooperative situations; understands and applies the need for different roles with in a team game (offense and defense)
- Applies the health and skill related components of fitness
  - Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition
  - Power, agility, balance, speed, coordination, reaction time
- Understands skills and concepts related to health
  - Nutrition and the body

Special Education Grading Protocol

For Students with IEPs:

The district report card for a student in LRCI (or LRCII if appropriate) will be prepared by the student's general education teacher with input from the special education teacher. The IEP progress report will be prepared by the special education teacher and sent home at the same time as the general education report card. In the case of a student who receives LRCII services, the IEP, with parent agreement, can specify that no district report card will be given. Every student in special education will receive an IEP progress report on the same interval as the general education report cards.

An "M" notation will be used with the numeric notation for the IEP areas as defined below. An "M" notation may also be used in other academic areas on the report card depending on the impact of the student's disability on the subject matter. For example, the general education and special education teachers may decide in collaboration that a student who has a reading disability will get an "M" with the number in the social studies area to indicate the impact of the reading disability in social studies. This would hold true in other academic areas as well if needed.

- o FOR BEHAVIOR/SOCIAL AREAS – For students who qualify in the areas of Behavior or Social an "M" will be placed on the report card in the applicable areas of the "Behaviors that Promote Learning" section. A "C" or an "O" could be used in any area if the student exhibits behaviors that are "consistent/often similar" to grade level standards. If the student does not qualify in the areas of Behavior or Social the general education scoring key will be used: "C," "S," "O," or "R."

- o FOR ACADEMIC AREAS – An "M" may be placed on the report card next to the numeric notation to indicate a Modified Expectation for the IEP student. The "M" attached to the number will represent the following:
    - 4 – At grade level standard
    - 3 – Just below grade level standard to almost a year below
    - 2 – 1 or more grade levels below standard
    - 1 – 2 or more grade levels below standard

It is recommended that the IEP team discuss the grading practices that parents will see in their child's report card. This should be done at the time of the annual IEP review meeting or at the report card period.

English Language Learners Grading Protocol

The district report card for a student in the ELL program will be prepared by the student's general education teacher with input from the ELL teacher or ELL Educational Assistant. Your child may receive an ELP (English Language Proficiency) grade in content subject areas. An ELP score may be given instead of a 1 or 2. However, if your student is meeting standards, he/she will be given a 3 or 4 on their report card. An ELP grade means your student is working on their English language skills in that area and their learning is impacted by their English language development. The ELP comments explain what your child is able to do in each area.