

4th Grade Report Card Resource Document

Level	Indicators for Learner Behaviors
3	Proficient - Consistently meets expectations
2	Progressing - Inconsistently meets expectations
1	Area of Concern

Level	Indicators for Academic Areas
3	Proficient - Demonstrates consistent understanding of grade level standards.
2	Progressing - Demonstrates inconsistent understanding of grade level standards.
1	Area of Concern - Demonstrates an insufficient understanding of grade level standards.
IE	Insufficient evidence to assess at this time
X	Not assessed at this time

Grade	Grading Code
A	Exceptional Achievement
B	Above Average Achievement
C	Average Achievement
D	Below Average Achievement
F	Below Minimal Achievement

When do we use IE (Insufficient evidence to assess at this time)

- When a student was absent for a significant number of days.
- In any situation where a student has not yet completed the assessments required for the teacher to confidently determine level of proficiency.

When do we use X (Not Assessed at this time)

- When the teacher has taught the content, but hasn't yet fully assessed that content, or hasn't yet taught the content in its entirety.
- When the teacher has not taught or assessed understanding of the content (this could apply to some students or all students in a class depending on the situation)

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Reading: Literature

- Demonstrates understanding of key ideas and details.
 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Demonstrates understanding of author's craft and text structure.
 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Demonstrates understanding of text through the integration of knowledge and ideas.
 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
 - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- Reads and comprehends complex literary texts independently and proficiently.
 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

- Demonstrates understanding of key ideas and details.
 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Demonstrates understanding of author's craft and text structure.
 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
 - Describe 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.
 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Demonstrates understanding of text through the integration of knowledge and ideas.
 - 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.
 - Explain how an author uses reasons and evidence to support particular points in a text.

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- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Reads and comprehends complex informational texts independently and proficiently.
 - By the end of year, read and comprehend 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.

Language Arts

- Effectively participates in collaborative discussions.
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - Identify the reasons and evidence a speaker provides to support particular points.
- Verbally presents knowledge and ideas effectively.
 - 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.
 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- Composes well-organized and coherent writing for specific purposes and audiences.
 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 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.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - Provide a concluding statement or section related to the opinion presented.
 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

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- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.
- Conducts research to build and present knowledge.
 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
 - Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
- Effectively uses technology to produce and publish writing.
 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- Applies correct grammar, punctuation, capitalization and sentence structure.
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - Form and use prepositional phrases.
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - Correctly use frequently confused words (e.g., to, too, two; there, their).*
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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- Applies accurate spelling in written work.
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Spell grade-appropriate words correctly, consulting references as needed.
- Applies word analysis skills and vocabulary skills.
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Mathematics

- Uses the four operations with whole numbers to solve problems.
 - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
 - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
 - 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.
- Gains familiarity with factors and multiples.
 - 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.
- Generates and analyzes patterns.
 - 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.

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- Generalizes place value understanding for multi-digit whole numbers.
 - 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.
 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
 - Use place value understanding to round multi-digit whole numbers to any place.
- Uses place value understanding and properties of operations to perform multi-digit arithmetic.
 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.
 - 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.
 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Extends understanding of fraction equivalence and ordering.
 - Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
 - 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 $1/2$. 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.
- Builds fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
 - Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
 - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
 - Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
 - Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
 - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

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- Understands decimal notation for fractions, and compares decimal fractions.
 - 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. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.
 - Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
 - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
- Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
 - 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. 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), ...
 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
- Represents and interprets data.
 - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
- Geometric measurement: understands concepts of angles and angle measurement.
 - Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
 - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
- Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles.
 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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Social Studies

- Understands concepts and vocabulary.
- Completes assignments and projects.

Science

- Understands concepts and vocabulary.
- Completes assignments and projects.

Music [Link to Illinois Music Standards](#)

- Explains knowledge of the concepts being taught.
 - Connecting
 - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
 - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - Performing
 - Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
 - Respond
 - Anchor Standard 7: Perceive and analyze artistic work.
 - Anchor Standard 8: Construct meaningful interpretations of artistic work.
 - Anchor Standard 9: Apply criteria to evaluate artistic work.
- Demonstrates skills based upon developmentally appropriate assessments.
 - Performing
 - Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
 - Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
 - Creating
 - Anchor Standard 1: Generate and conceptualize artistic ideas and work.
 - Anchor Standard 2: Organize and develop artistic ideas and work.
 - Anchor Standard 3: Revise, refine, and complete artistic work.
- Follows learning environment expectations.
 - Performing
 - Anchor Standard 6: Convey meaning through the presentation of artistic work.

Physical Education [Link to Illinois Physical Education Standards](#)

- Explains knowledge of the concepts being taught.
 - State Goal 19: Applying rules and procedures in small group activities. Applying rules and procedures in whole class activities. Applying rules in sports- related units.
 - State Goal 20: Creating a personal fitness goal.
 - State Goal 20: Identifying exercises based on the health-related fitness components.

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- Demonstrates skills based upon developmentally appropriate assessments.
 - State Goal 19: Refining and expanding locomotor skills, manipulative skills, sports -related skills and rhythmic skills.
 - State Goal 20: Refining and expanding fitness skills based on the FitnessGram. Refining and expanding exercises based on the 4 health- related fitness components.
- Follows learning environment expectations.
 - State Goal 21: Following rules and procedures in class. Cooperation skills in small group work. Cooperation skills in whole group work. Demonstrates positive problem solving skills.

Visual Arts [Link to Illinois Visual Arts Standards](#)

- Explains knowledge of the concepts being taught.
 - Creating
 - Anchor Standard 1: Investigate, Plan, Make
 - Anchor Standard 2: Investigate
 - Anchor Standard 3: Reflect, Refine, Continue
 - Connecting
 - Anchor Standard 10: Interpret
 - Anchor Standard 11: Synthesize
- Demonstrates skills based upon developmentally appropriate assessments.
 - Creating
 - Anchor Standard 2: Investigate
 - Anchor Standard 3: Reflect, Refine, Continue
 - Presenting
 - Anchor Standard 4: Relate
 - Anchor Standard 5: Select
 - Anchor Standard 6: Analyze
 - Responding
 - Anchor Standard 7: Share & Perceive
 - Anchor Standard 8: Perceive
 - Anchor Standard 9: Analyze
- Follows learning environment expectations.
 - Creating
 - Anchor Standard 1: Investigate, Plan, Make
 - Anchor Standard 2: Investigate

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Learner Behaviors

Demonstrates respect for peers and staff.

Follows classroom and school rules and procedures.

Demonstrates kindness and helpfulness.

Demonstrates respectful behavior when working with peers and adults.

To feel or show esteem, honor, and appreciation for others.

Demonstrates empathy for others.

Demonstrates organizational skills.

Materials are available when needed for class and stored so that they are both readily accessible and contained in designated spaces.

Keeps track of assignments and deadlines/sequence of what to do with those materials.

Actively participates in class.

Engaged and focused on learning activities and discussion.

Follows directions.

Contributes to conversations and group activities.

Works on designated activities in a productive manner (small group).

Works cooperatively with others.

Works cooperatively to achieve group goals by contributing ideas, by listening to others, and by respecting others' ideas.

Demonstrates on-task behavior during group work.

Accepts various roles and an equitable share of the work within a group.

Demonstrates Commitment to Their Own Learning.

Prepared for class/lessons.

Completes work.

Demonstrates effort/Works hard.

Makes good use of class time.

Shows perseverance (when setbacks occur).

Budgets time for long-term assignments; continues working/endurance.

Advocates for self/ uses resources / seeks help as appropriate.

Follows instructions with minimal supervision.