Boyertown Area School District
Report Card Guide for Parents and Guardians
Grade Four

The updated report card that you are receiving this year was completely revised during the 2017-2018 school year and will continue to be updated throughout the upcoming school years. This report card, aligned with national and state standards, is designed to provide you with specific information about your child's performance in each subject.
This report card guide was written to assist you in understanding the form and the content of the elementary report card.
It is our hope that this guide anticipates and answers your questions. In the event that you need more information, you may contact your child's school and/or teacher.

Grading in Standards-Based Report Cards

A standards-based reporting system is designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Pennsylvania Department of Education and adopted by the district.

A variety of tools may be used to gather evidence of student performance including traditional assessments, teacher observations, and student work. The following are used on the student's report card to indicate the level of performance in relation to the standards.

4 - A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills in a variety of settings. Typically, few students perform at this level.

3 - A student earning a 3 consistently demonstrates an understanding of grade level skills and concepts and requires minimal support. **A 3 throughout the school year indicates strong, excellent work at grade level.** The 3 mark is the goal for the grade level and should be celebrated.

2 - A student earning a 2 has not yet met the standard, but is progressing toward achieving skills and learning end-of-year grade level concepts. Some support or intervention from teachers and parents is needed; however, a 2 indicates ongoing growth.

1 - A student earning a 1 is currently not meeting grade level standards. The student demonstrates a lack of understanding and an inability to apply concepts. A 1 indicates minimal growth and the student requires significant intervention from teachers and parents.

Reading Foundational Skills		
Knows and applies grade level phonics	Students are expected to apply previously learned strategies to decode multisyllabic words made up of complex syllable and vowel patterns.	T1 -Endings/Prefixes; Greek and Latin Roots T2 - Suffixes; Greek and Latin Roots T3 - Syllable Patterns; Greek and Latin Roots
Reading Level		
Reads grade level text with accuracy, fluency, and understanding	As the year progresses, students are expected to independently read and understand increasingly complex texts. Multiple measures are used to determine if a child is advancing towards the end of year expectation.	The expectation varies throughout the year with an end of year goal of Instructional Level S for Fountas and Pinnell.

Reading Comprehension Skills		
Summarizes text and describes central ideas and details	In grades 1-3, students focused on the moral or lesson in a text. Fourth graders must now make the shift to theme. Theme is a broader idea in the text compared to lesson or moral. Students will begin to see that a text may contain multiple themes while there was a singular lesson or moral. In non-fiction, students move from identifying the main topic (one word) in grade 3 to main idea (sentence) in grade 4. As students build their summarization skills, they lean to include detailed descriptions of the characters, setting or a main event. In nonfiction summaries would include an explanation of what happened and why.	T1 - Literature Texts T2 - Informational Texts T3 - All Texts
Describes and compares elements of text including structure	In grade 4, students use details from the text to support their descriptions of various story element. Students must rely not only on the explicit details in the text, but also draw their own conclusions and make inferences about the story elements. This deeper look at characters, setting, events, etc. helps students identify possible themes in the text. Students also pay attention to the structure of fiction text and explain the major differences between different kinds of texts (stories, dramas, poems, etc.). Students also analyze how information is organized in a nonfiction text and identify the structure being used. The point of view standard changes again in 4th grade as students are expected to compare the points of view in different stories. Students identify the point of view from which the story is being told, think about how this might impact the story, and compare it to the point of view in another story. The terms first and third person are also introduced. In non-fiction texts, students learn the difference between firsthand and secondhand account. They must then compare the similar accounts of the same topic and consider how firsthand or secondhand accountings impact the information being shared.	T1 - Literature Texts T2 - Informational Texts T3 - All Texts

Reading Comprehension Skills (Continued)		
Connects and compares ideas in texts	In grade 3, students explained how the illustrations contributed to the meaning of the text. Now, grade 4 students make connections between a visual or dramatic interpretation of text to the written text. In nonfiction texts, they go beyond illustrations to describe how the information in charts, graphs, etc. supplements or adds to the written text. Comparing texts also becomes more complex as grade 3 students compared texts from the same author while grade 4 students compare similar stories from different cultures. In nonfiction, grade 3 students simply compared information presented in two texts while fourth grade students must use the information from two texts to write or speak about a topic.	T1 - Literature Texts T2 - Informational Texts T3 - All Texts

Writing		
Writes narrative, opinion or informational pieces appropriate to grade level standards	Writing in grade 4 expands on the expectations from grade 3 and expects students to focus on writing a cohesive piece that includes transitional words and phrases as well as sensory details.	T1 - Narrative Writing T2 - Opinion Writing T3 - Informative/Explanatory Writing
Uses appropriate capitalization and punctuation when writing	In grade 4, students continue to learn more capitalization and punctuation rules. There is a greater focus on more advanced uses of the comma and apostrophes as well as quotation marks in dialogue.	Assessed all three trimesters based on the amount of support needed to apply expected skills.
Uses appropriate grammar when writing	Students are expected to be able to explain the functions of various parts of speech including nouns, pronouns, verbs, adverbs, and adjectives. Students begin to use conjunctions of various types to form more complex sentences.	Assessed all three trimesters based on the amount of support needed to apply expected skills.
Uses appropriate spelling when writing	Students are expected to apply what they have learned about spelling patterns and phonics to their independent writing pieces.	Assessed all three trimesters based on the amount of support needed to apply expected skills.

Note: As BASD continues to review our new math resources, some minor adjustments may occur to the Trimester 3 descriptors.

Math		
Understands place value within 1,000,000	In grade 4, students learn more about place value and multi-digit whole numbers. They are expected to recognize that the digits in one place of a multi-digit whole number are ten times larger than the digit to the right. Students use their understanding of place value to round and compare numbers. Finally, students are expected to read and understand numbers in various forms (standard, word, expanded, unit, etc.).	T1 - Assessed T2 - Not Assessed T3 - Not Assessed
Adds and subtracts larger numbers	This descriptor addresses a students ability to accurately add and subtract larger numbers using the standard algorithm. Essentially, can a student find the sum or difference using the standard algorithm? Another descriptor addresses a students ability to understand word problems.	T1 - Assessed T2 - Not Assessed T3 -
Converts measurement units	In grade 3, students were introduced to various units of measurement and solved one-step problems within the same unit (67 lbs - 23 lbs). Grade 4 students must now convert units of measure within the same system by converting between larger and smaller units (kg to g, feet to inches, etc.). Students may also need to convert measurements before adding or subtracting.	T1 - Assessed T2 - Not Assessed T3 -
Solves word problems involving all four operations	Students must now solve multi-step problems with whole numbers using all four operations. This descriptor allows teachers to show if a student can analyze word problems and select an appropriate method to find a solution. The solutions may be incorrect due to incorrect computation.	T1 - Assessed T2 - Assessed T3 - Assessed
Understands patterns in math	Students use what they know about patterns in multiplication to find factor pairs and determine if a number is prime or composite. Students also analyze patterns in a set of numbers to identify the rule and generate the next few examples.	T1 - Not Assessed T2 - Assessed T3 -
Multiplies and divides larger numbers	Students learn how to multiply a four-digit number times a single digit number as well as a two digit number by a two digit number. Grade 4 students also divide to find whole number quotients with remainders and will divide four digit dividends by a one digit divisor. Students are expected to explain their calculations for both multiplication and division.	T1 - Not Assessed T2 - Assessed T3 -

Math (Continued)		
Applies and extends basic understanding of fractions and/or decimals	Students develop an understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions such as a visual model, drawing, or number line. Students use these same strategies to compare fractions and also learn to find the common denominators or numerators in order to compare. Students also recognize that they must consider the size of the whole when comparing fractions. Later in the year, students continue the work of equivalent fractions by changing fractions with a 10 in the denominator into equivalent fractions that have a 100 in the denominator. Students next learn to write these fractions with denominators of 10 and 100 as decimals. Connections are made to the place value chart and places to the right of the decimal point representing a value less than 1 whole. The final skill for students is comparing decimals to the hundredths using what they have learned to reason about the size of the decimal.	T1 - Not Assessed T2 - Assessed T3 -
Performs operations with fractions	Students extend previous understandings about how fractions are built from unit fractions (3/3 = ⅓ + ⅓ + ⅓) to turn mixed numbers into improper fractions. Students also change improper fractions back into mixed numbers using the same thought process. Once students have developed this understanding of decomposing fractions, they are able to add and subtract fractions with common denominators. Students should see a fraction as the numerator times the unit fraction with the same denominator (7/5 = 7 X 1/5). This understanding builds to multiplying a fraction by a whole number with the idea of multiplication as repeated addition. For example, 3 x (2/5) = 2/5 + 2/5 + 2/5 = 6/5 = 6 x (1/5). Students are expected to use and create visual fraction models to multiply a whole number by a fraction.	T1 - Not Assessed T2 - Assessed T3 -
Understands and measures angles	Grade 4 students are required to understand angles as a geometric shape and focus on the concept of angle measurement. Students use what they learn about angle measurement to draw angles and solve problems involving angle measurements.	T1 - Not Assessed T2 - Not Assessed T3 - Assessed
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles.	Students continue their work with geometric shapes by first understanding lines, line segments, rays, angles, and parallel and perpendicular lines. This information is then used to classify 2-D shapes into categories. Right angles and lines fo symmetry are two additional concepts that students will study and apply to 2-D shapes.	T1 - Not Assessed T2 - Not Assessed T3 - Assessed
Interprets data across multiple charts and graphs	Students continue their work with charts and graphs by taking the information presented in one form and constructing another representation of the information in a different chart or graph. Students also use line plots to not only show information but also perform addition and subtraction of fractions.	T1 - Not Assessed T2 - Assessed T3 - Assessed