



# 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
- Trimester benchmarks
- Social Behavior and Work Habit

## Standard Scale

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

<b>4 Exceeds the Standard</b>	The student demonstrates in-depth understanding of essential skills and concepts. Performance is characterized by the ability to apply and make connections beyond the standard.
<b>3 Masters the Standard</b>	The student demonstrates proficiency in essential skills and concepts. Independent performance is characterized by an ability to apply the skills with consistent accuracy and quality.
<b>2.5</b>	The student demonstrates skill and understanding of the essential skills and concepts independently, but may or may not be consistent in application.
<b>2 Progression toward the Standard</b>	The student demonstrates progress toward an understanding of the essential skills and concepts. Independent performance is characterized by inconsistent application and accuracy.
<b>1.5</b>	With help, the student demonstrates limited progress toward an understanding of the essential skills and concepts.
<b>1 Guided Progression toward the Standard</b>	With significant help, the student demonstrates limited progress toward an understanding of the essentials skills and concepts. Performance is characterized by inconsistent demonstration of the essential skills.
<b>NY Not Yet Progressing toward the Standard</b>	Student does not yet demonstrate understanding or skill at this time.
<b>NA Not Assessed</b>	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 3 or 4 in trimester 1 and trimester 2.

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.

\*As a result of the increasing complexity of skills, student performance may fluctuate throughout the school year.

## Progress Scale

The progress scale indicates whether or not a student has met the trimester benchmark for that standard. The progress scale includes:

- + **Student has met trimester benchmark**
- **Student has not met trimester benchmark**

The progress scale is a very important tool to reference when looking at the specific standards on the report cards. For each standard, the parent will see their child's standard scale score (NA, NY, 1, 1.5, 2, 2.5, 3, 4), with an accompanying progress scale (+ or -). This progress scale allows them to see if a student is on or is not on target to receive a score of 3 or 4 by the end of trimester 3.

## 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.

## Additional Information

*This section applies when a student is on an IEP or 504 plan.*

**\* Student receives accommodations to access the standards.**

A single asterisk will be used to indicate each subject area where a student receives accommodations as documented on an IEP or 504 plan. When a student receives only accommodations that enable the student with a disability to learn and demonstrate what the student knows, it should be understood that the student's progress is measured on grade-level standards.

**\*\* Student progress is based on modified grade-level standards.**

A double asterisk will be used to indicate each subject area where a student receives modified course content as documented on the student's IEP. When a student receives modifications, it should be understood that the student's progress is measured on the related IEP goal(s) and objective(s). Additional information about the student's progress will be documented on his or her Special Education Progress Report.

## 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. Progression towards mastery would be shown in trimester 1 and trimester 2 with a (+), using the progress scale, indicating that the student has met the corresponding trimester benchmark.

### English/ Language Arts

*By the end of trimester 3, a proficient student is able to:*

#### Speech, Listening, and Language:

##### Engage effectively in 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.

##### Report on a topic or text

- 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.

##### Demonstrate command of the conventions of standard English grammar and usage when speaking

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Reading:

##### Read grade-level text with sufficient accuracy and fluency

- Read with sufficient accuracy and fluency to support comprehension.

##### Use strategies to determine the meaning of words

- 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.

**Refers to examples and details to demonstrate understanding of text when responding to text**

- Describes 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 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 ability to summarize the text.**

- Summarizes the text.

**Demonstrates an understanding of non-fictional text**

- Reads and comprehends informational texts in the grades 4-5 text complexity band proficiently.
- 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:**

**Demonstrate proper use of capitalization and punctuation**

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Demonstrate command of standard English grammar**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Spell grade level words correctly**

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Use the writing process to develop and strengthen writing**

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Write clear and supported opinion pieces**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Write sequenced and descriptive narratives**

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Write stories, poems, and scripts that use similes and/or metaphors.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Write informative/explanatory texts to convey information**

- Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- Produce 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 proficient student is able to:*

## Operations and Algebraic Thinking

### **Solve multistep word problems using all four equations**

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

### **Know multiplication and related division facts through 12 x 12.**

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

## Number and Operation in Base Ten:

### **Fluently add and subtract multi digit whole numbers**

- Fluently add and subtract multi-digit whole numbers using the standard algorithm.

### **Apply understanding of the place value system.**

- 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.
- 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.
- Use place value understanding to round multi-digit whole numbers to any place.

### **Demonstrate an understanding of multiplication with multi-digit numbers.**

- Use 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.

### **Demonstrate an understanding of division with 1-digit divisors.**

- Find 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.

## **Number and Operation – Fraction:**

### **Demonstrate an understanding of fraction concepts**

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

## **Geometry/Measurement and Data:**

### **Identify, classify and measure two-dimensional figures.**

- Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- Recognize angles as additive.
- Identify 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 proficient student is able to:*

## Earth and Space Science Strand

**Investigate and analyze changes to Earth's surface related to weathering and erosion.**

- Use evidence to support a claim about the role of erosion or deposition in the formation of the landscape over long periods of time.
- Make 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.
- Analyze and interpret maps of Earth's surface.

## Life Science Strand

**Demonstrate understanding of the interaction between organisms and their environment.**

- Demonstrate understanding of the food chain.
- Demonstrate understanding of photosynthesis.

## Physical Science Strand

**Investigate and explain transfer of and changes in the energy of an object.**

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Develop a model of a simple mechanical wave (including sound) to communicate that information about wave properties.
- Develop 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.**

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

## History and Social Sciences

*The following list details the reporting standards for History and Social Science. For a full description of the related standards, please refer to the NRSD Standards and Benchmarks document.*

### Geography

**Identify states and capitals of the United States.**

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

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

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

### Civics and Government

**Demonstrate 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.