Report Card Purpose:
The purpose of the District 96 Elementary Report Card is to clearly communicate student achievement of grade level specific learning targets and student work habits.

REPORTING SCALE FOR ACADEMIC LEARNING TARGETS

Extends (E): In addition to the “Mastery” criteria, the student demonstrates more complex learning that goes beyond what was explicitly taught. This category may not apply to some learning targets. ONLY TARGETS WITH A DOUBLE ASTERISK (**) CAN BE EXTENDED.

Mastery (M): The student shows mastery of the learning target. The student grasps and applies the key concepts, processes, and skills for the grade-level. This is the expectation for students in the final trimester a learning target appears on the report card.

-Literature and Informational Text Learning Target mastery is based on a student's ability to demonstrate mastery using complex, end of year grade-level text expectations.

Developing Mastery (D): The student is beginning to, and occasionally does, demonstrate understanding of the target. The student is able to grasp and apply some key concepts, processes, and skills but may need additional support at times to be successful.

Not Mastering (N): The student is not mastering and has made little progress toward mastery of the target. The student is working on concepts, processes, and skills learning to grade level work. The student needs additional support and practice to show progress towards grade-level expectations.

No Grade (NG): The student was not assessed during this term for this standard.

Not Enough Evidence (NEE): The teacher does not have enough evidence to determine mastery. See comments for more information.

REPORTING SCALE FOR EFFORT

Extends (E)
The student CONSISTENTLY and INDEPENDENTLY demonstrates exceptional effort.

Mastery (M)
The student CONSISTENTLY demonstrates effort, requiring SOME PROMPTING. (This is the expectation)

Developing Mastery (D)
The student OCCASIONALLY demonstrates effort, requiring FREQUENT PROMPTING.

Not Mastering (N)
The student RARELY demonstrates effort, requiring FREQUENT PROMPTING.

REPORTING SCALE FOR LEARNER CHARACTERISTICS

4.0: The student CONSISTENTLY and INDEPENDENTLY meets expectations.

3.0: The student CONSISTENTLY meets expectations with SOME REDIRECTION. (This is the expectation for students)

2.0: The student OCCASIONALLY meets expectations and requires FREQUENT REDIRECTION.

1.0: The student RARELY meets expectations and requires FREQUENT REDIRECTION.

<table>
<thead>
<tr>
<th>Learner Characteristics</th>
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<tbody>
<tr>
<td>Manages time effectively to complete tasks.</td>
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<td>Completes homework assignments on time.</td>
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### Fourth Grade Learner Characteristics - Mr. M. Kooienga (continued)

- Follows spoken and/or written directions.
- Demonstrates expected school behaviors.
- Organizes classroom materials and work space effectively.
- Shows respect for the safety and feelings of others.
- Participates actively in class.
- Cooperates effectively with others.

### Fourth Grade Literacy - Mr. M. Kooienga

#### Literacy

##### Literature

- **(T1,T2,T3)** Draw on explicit and inferred details and examples when determining a theme, describing a character, setting, or event and when summarizing a text.
- **(T1)** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

##### Informational Text

- **(T1,T2,T3)** Refer to details and examples in a text when explaining what the text says explicitly, when making inferences, when determining the main idea, when summarizing, and when explaining events, procedures, ideas, or concepts in historical, scientific, and technical texts.
- **(T1,T2)** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts and compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

##### General Writing: Production and Distribution

- **(T1,T2,T3)** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

##### General Writing: Conventions

- **(T1,T2,T3)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **(T1,T2,T3)** Demonstrate command of standard English capitalization and punctuation when writing.
- **(T1,T2,T3)** Know and apply the conventions of grade-level spelling when writing.

##### Opinion Writing

- Writing: Informative/Explanatory
  - **(T1)** Write informative/explanatory texts to examine a topic by introducing a topic clearly, grouping related information, and providing a concluding statement or section.
  - **(T1)** Write informative/explanatory texts to examine a topic by developing a topic clearly, linking ideas within categories, and using domain-specific vocabulary.

##### Writing: Narrative

- Foundational Skills: Phonics and Word Recognition
  - **(T1,T2,T3)** Know and apply grade-level phonics and word analysis skills in decoding words.

##### Foundational Skills: Fluency

- **(T1,T2,T3)** Read with sufficient accuracy and fluency to support comprehension.

##### Language: Vocabulary

- **(T1,T2,T3)** Determine or clarify the meaning of unknown and multiple-meaning word and phrases, and demonstrate understanding of figurative language, word relationships and nuances in word meanings, based on grade 4 reading and content, choosing flexibly from a range of strategies.

**EFFORT:** Demonstrates attitudes and behaviors that lead to successful learning.

### Fourth Grade Math - Mr. M. Kooienga

#### Math

- Operations and Algebraic Thinking
  - **(T1)** Fluently multiply and divide within 100 using a range of strategies.
  - **(T2,T3)** Solve multistep word problems with whole numbers using the four operations through use of an equation with a letter representing the unknown quantity.
  - **(T2)** Interpret remainders when solving multistep word problems with whole numbers using the four operations and assess.
  - **(T1)** Determine whether a given whole number in the range of 1-100 is prime or composite and find all factor pairs.
### Fourth Grade Math - Mr. M. Kooienga

**Number and Operations in Base Ten**

**T1** Determine whether a given whole number in the range of 1 - 100 is a multiple of a one-digit number.

**T1** 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 : 70 = 10 by applying concepts of place value and division.

**T1** Read, write and compare multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form.

**T1** Use place value understanding to round multi-digit whole numbers to any place for whole numbers less than or equal to 1,000,000.

**T1** Fluently add and subtract multi-digit whole numbers less than or equal to 1,000,000 using a range of algorithms.

**T1** Multiply two-digit whole numbers. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**T2** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**Number and Operations: Fractions**

**T2** Recognize and generate equivalent fractions by using visual fractions models and explain reasoning.

**T2** Compare two fractions with different numerators and different denominators using symbols >, =, or <, and justify the conclusions.

**T2** Understand a fraction a/b with a > 1 as a sum of fractions 1/b. Use this understanding to add and subtract fractions.

**T2** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

**T3** Use decimal notation for fractions with denominators 10 or 100.

**T3** Compare two decimals to hundredths by reasoning about their size when the two decimals refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.

**Measurement and Data**

**T3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

**T3** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).

**T3** Solve problems involving addition and subtraction of fractions of a unit of measurement by using information presented in line plots.

**Geometry**

**T3** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size.

**T3** Identify line-symmetric figures and draw lines of symmetry.

**EFFECT:** Demonstrates attitudes and behaviors that lead to successful learning.

### Fourth Grade Science - Mr. M. Kooienga

**Science**

**Physical Science**

**T1** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

**Life Science**

**T1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

**T1** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

**Earth Science**

Demonstrates attitudes and behaviors that lead to successful learning.

### Fourth Grade Social Studies - Mr. M. Kooienga

**Social Studies**

**Economy**

**Geography**

**T1** Locate places on a map, which has a number/letter grid reference system.

**T1** Draw and label the equator and prime meridian on a map, including the degrees.

**Government**

**T1** Summarize the main functions of the federal, state, and local governments.
### Fourth Grade Social Studies - Mr. M. Koolenga

**State the main responsibilities of the three branches of government (legislative, executive, judicial).**

**Demonstrates attitudes and behaviors that lead to successful learning.**

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### Fourth Grade Music - Mrs. J. Coleman

**Connections: History, Culture and Connections to other academic areas**

**(T1,T2)** Compare and contrast American music styles as it relates to American history and culture.

**Creating: Improvising and Composing**

**(T1,T2)** Improvise a pattern and create variation.

**Listening: Describing and Evaluating**

**(T1)** Listen to a piece of music and display 3 elements of music in movements or performance.

**Notation: Using Music Notation**

**Performing: Singing and Playing Instruments**

***(T1,T2)** Perform 3 out of 5 independent instrumental parts of an ensemble piece.**

**Demonstrates attitudes and behaviors that lead to successful learning.**

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### Fourth Grade Physical Education - Mrs. J. Cigrand

**Movement Skills**

**(T1-T3)** Demonstrate the manipulation of objects using correct form, while changing direction and/or distance.

**Physical Fitness**

**(T1)** Match a variety of physical activities to fitness components (aerobic, flexibility, muscular strength).

**Team Building**

**(T1-T3)** Follow directions when participating in physical activity.

**(T1-T3)** Perform independently and cooperatively when participating in physical activity.

**Health Promotion, Prevention and Treatment**

**Human Body Systems**

***(T1)** Recognize and identify ways the brain benefits from exercise.**

**Communication and Decision Making**

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### Fourth Grade Art - Mrs. K. Lindgren

**Exhibits Art Etiquette**

**(T1,T2,T3)** Follow classroom rules.

**Creation and Production of Art**

**(T1)** Identify and use positive and negative space in an artwork.

**(T1)** Recognize and use complementary colors.

**(T3)** Construct 3D artwork using the additive process.

**(T1,T2,T3)** Demonstrate historical styles and techniques.

**Demonstrates attitudes and behaviors that lead to successful learning.**