

Fourth Grade Overview

Mathematics

In fourth grade, standards focus around these areas: Operations and Algebraic Thinking, Number and Operations in Base Ten, Numbers and Operations-Fractions, Measurement and Data, and Geometry. Students will:

- fluently add, subtract, multiply and divide multi-digit numbers
- use factors and multiples
- generate and analyze patterns
- use their knowledge of place values to generalize to 1 million and to round multi-digit whole numbers to any place
- be able to add, subtract and multiply fractions in simple problems
- understand decimal notations of fractions and compare decimal fractions
- measure angles and classify geometric shapes by lines (parallel, perpendicular, etc.) and angles (right, acute, obtuse, etc.)
- draw and identify lines and angles, and classify shapes by properties of their lines and angles

To see all the fourth grade math standards, go to:
<http://www.cde.ca.gov/be/st/ss/documents/ccsmathstandar daug2013.pdf>

Language Arts

In fourth grade, students will continue to build reading, writing, speaking and listening, and language skills. Students will read literature, articles, and other sources of information and increase their vocabulary.

- explain the reading in detail by referring to details and examples from the text
- identify the theme or main idea of a story, play, or poem
- explain how the author uses facts, details, and evidence to support their points
- read and understand information in charts, graphs, timelines, and other illustrations
- compare and contrast text from multiple sources
- read with accuracy and fluency to support understanding of the text
- produce writing that is developed, focused, organized and edited

- write narratives , opinion, and informative/ explanatory pieces
- learn and use the rules of spoken and written English
- determine meaning of unknown words
- conduct independent research projects using information from books and the Internet.
- participate in collaborative conversations with peers
- give presentations on a topic using relevant facts and details

To see all the fourth grade language arts standards, go to:
<http://www.cde.ca.gov/be/st/ss/documents/finaileaccsstandards.pdf>

HOW CAN I TAKE ADVANTAGE OF THE NEW REPORT CARD TO HELP MY CHILD?

Standards-based report cards provide detailed information about how your child is doing in each subject. You will see whether students need extra assistance in certain areas or when they need to be challenged even more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.

During parent-teacher conferences, ask to see samples of your child's work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside the classroom to encourage his or her progress.

The California Parent Teacher Association has created a "Parents' Guide to Student Success" for each grade level that offers specific tips for how to support your child's learning at home. To see these guides, go to:
<http://www.capta.org/sections/programs/e-standards.cfm>.



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A Parent's Guide: Standards- Based Report Cards

Fourth Grade

Adelanto Elementary School District



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FREQUENTLY ASKED QUESTIONS ABOUT THE NEW STANDARDS-BASED REPORT CARDS

WHAT ARE THE NEW COMMON CORE STATE STANDARDS?

In 2012, California joined the majority of states to adopt a shared set of national learning expectations in mathematics and reading language arts — the Common Core State Standards. For other subjects such as science, social science, health, the arts and PE, state standards are used to determine students' proficiency.

Academic content standards indicate what students should know and be able to do at each grade level by the end of the school year. All the standards can be found online at:

<http://www.cde.ca.gov/be/st/ss/index.asp>

HOW ARE STANDARDS-BASED REPORT CARDS DIFFERENT FROM TRADITIONAL REPORT CARDS?

On many traditional report cards, students receive one grade for reading and one grade for math. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

The achievement marks indicate a child's progress toward meeting specific grade-level standards. The student's proficiency is reported separately from his or her effort.

With the new standards-based reporting system, students are evaluated more objectively according to consistent grade-level standards. The grades are based on the student's effort and achievement towards grade-level standards.

HOW DOES THE NEW REPORT CARD MEASURE MY CHILD'S PROGRESS?

The new report card will use four different numbers to indicate a child's progress toward meeting the end-of-year grade-level California Common Core State standards. The table to the right offers a detailed explanation of what each symbol means.

Students are also given effort grades to share their progress toward work habits and skills required to be successful in the 21st century.

Students may receive a mark to indicate that the curriculum related to a particular standard has not yet been taught or assessed during the trimester.

EFFORT GRADING

O = Outstanding
Indicates the student is consistently exceeding expectations
S = Satisfactory
Indicates the student regularly meets grade level expectations
I – Improving
Indicates the student is making progress towards grade level expectations
U = Unsatisfactory
Indicates the student does not meet grade level expectations

4 Standards Exceeded

- The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

3 Standards Met

- The student has met the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

2 Standards Nearly Met

- The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.

1 Standards Not Met

- The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.