



Fourth Grade

**Raymore-Peculiar School District**  
Accredited with Distinction

Mission: Preparing each Student for a Successful and Meaningful Life



Standards-Referenced Report Card Parent Guide 2013-14



Greetings,

A reporting system's purpose is to provide ongoing and meaningful feedback so students, parents and teachers know where students are with their understanding, what it takes to improve, and what the target or goal is for mastery. Students become more engaged and motivated in their learning when they understand what it takes to reach proficiency.

This parent guide has been designed to provide an understanding of the reporting method. If you have questions, please contact your child's teacher or your school's principal.

Sincerely,  
Academic Services

### **Ray-Pec Administration**

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Dr. Kevin Daniel, Assistant Superintendent of Academic Services

Dr. Karen Hurst, Director of Curriculum, Assessment and Elementary Education

Karmin Ricker, Instructional Design and Technology Coordinator

Jacque Underwood, Director of Special Services Grades PK-4

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Dr. Al Voelker, Principal of Bridle Ridge Intermediate

Randy Randolph, Principal of Eagle Glen Intermediate

Dr. Jerrod Fellhauer, Principal of Creekmoor Elementary

Dr. Lovie Driskill, Principal of Timber Creek Elementary

Michelle Hofmann, Principal of Raymore Elementary

Doug Becker, Principal of Stonegate Elementary

Missy Mattingly, Principal of Shull Elementary

Rob Weida, Principal of Peculiar Elementary

### **Why does the Raymore-Peculiar School District utilize a standards-referenced report card (SRRC)?**

- The state requires mastery of standards to be promoted. Report cards should reflect that a student has mastered the standards and inform everyone that a child is ready to move on to the next grade.
- SRRCs link standards together throughout the grade levels increasing in breadth and depth each year.
- SRRCs highlight **Power Standards**. There are many standards to teach and learn. **Power Standards** identify which are most important standards for students to know.
- SRRCs provide more continuity across grades. For example with SRRCs, the 4<sup>th</sup> grade teacher will know what **learning targets** were taught the previous year.
- Teachers can reflect upon their teaching practices. Studies show that students learn more with reflective teachers who are constantly thinking about what and how to teach.
- SRRCs help teachers focus upon what to emphasize.
- Students know what is expected in his or her learning.
- SRRCs help make scoring and reporting more uniform throughout the district.
- SRRCs help parents better understand what their children know and need to learn

## **Information on the Report Card**

### **1. Student Information**

General information about a student.

### **2. Attendance**

Days a student is enrolled, absent or tardy.

### **3. Quarters**

Four quarters during the school year. Quarterly reporting is on the progress of *Learning Targets*. Final report of the year will measure understanding of Learning Targets and *Power Standards*. Art, Music, and Physical Education will report on a semester basis (2<sup>nd</sup> quarter and 4<sup>th</sup> quarter). Technology skills are a part of how students learn in the 21<sup>st</sup> Century. Technological skills and processes will be taught and students will apply these within their content learning. A separate score will not be reported out separately on the report card.

### **4. Student Learning Attributes**

#### **Effort**

Perseveres and attempts quality work

#### **Engagement**

Actively participates and listens; shows interest

#### **Responsibility**

Follows directions; meets deadlines; manages time; advocates for self; demonstrates sportsmanship

#### **Respectfulness**

Respects people, property, and uses network etiquette when online, cooperates with others

#### **Preparedness**

Prepares and organizes for learning with positive attitude and needed materials

### **5. Academic Descriptors**

**4**=Learning and performing beyond grade-level or course standards

**3**=Meeting grade-level or course standards independently; thoroughly; and accurately

**2**=Progressing toward grade-level or course standards with some additional help and support

**1**=Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance

**IE**=Insufficient Evidence

**NA**=Not assessed at this time

**M**=Modified Standard

The markings show how your student's performance compares to clearly defined grade-level standards. The grade-level standards are based on the Missouri Learning Standards.

When determining an achievement level, teachers consider the degree to which a student is able to demonstrate progress, apply skills and knowledge through assessments, performance, and products over time. A preponderance of evidence is used when determining student understanding.

Deeper explanation of Academic Descriptors:

#### **4 =Learning and performing exceeds grade-level or course standards**

The student's academic performance significantly and consistently demonstrates knowledge, application, and extension of content standards not necessarily taught during the year. Typically a student at this level extends the understanding of the grade level standards, goes deeper, explores connections or relationships through critical thinking or exhibits creativity in their thinking.

**3=Meeting grade-level or course standards independently; thoroughly; and accurately**

The student's academic performance consistently demonstrates knowledge and application of grade level standards.

**2 =Progressing toward grade-level or course standards with some additional help and support**

The student's academic performance partially demonstrates knowledge of grade level standards taught during the year and may require assistance periodically. The student understands specific learning targets, but does not demonstrate understanding of the grade level standard consistently or thoroughly.

**1 =Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance**

The student's academic progress demonstrates limited knowledge of grade level standards taught during the year. Progress indicates student may not achieve proficiency by the end of the year. The student requires assistance throughout.

**IE=Insufficient Evidence**

There is not enough evidence at this time to determine level of understanding.

**NA=Not Assessed at this Time**

Student progress has not been measured at this time.

**M=Modification of Standard**

Standard has been modified to align with specific individualized student learning plans. Modifications are based on a student's present level of academic performance.

# FOURTH GRADE

## Power Standards and Learning Targets

### English Language Arts

#### **Power Standard**

The student will be able to read and comprehend within grade 4-5 text complexity range proficiently.

#### **Learning Targets**

- I can compare the integration of my knowledge and ideas in genres/media.
- I can explain key ideas and details.
- I can explain the craft and structure of literature.

#### **Power Standard**

The student will be able to connect reading foundational skills.

#### **Learning Targets**

- I can apply phonics and word recognition skills.

#### **Power Standard**

The student will be able to evaluate a range of discipline specific tasks, purposes and audiences.

#### **Learning Targets**

- I can develop text types with a purpose.
- I can draw evidence from research to build and present knowledge.
- I can produce writing.

#### **Power Standard**

The student will be able to justify their thinking through collaborative discussions.

#### **Learning Targets**

- I can create a presentation using my knowledge and ideas.
- I can engage in comprehension discussions through collaboration.

#### **Power Standard**

The student will be able to critique their use of the English language when reading, writing, speaking and listening.

#### **Learning Targets**

- I can acquire and use grade appropriate vocabulary.
- I can demonstrate conventions of Standard English.
- I can use my knowledge of language when writing, speaking, reading, or listening.

### Math

#### **Power Standard**

The student will be able to evaluate operation and algebraic thinking.

#### **Learning Targets**

- I can gain familiarity with factors and multiples.
- I can generate and analyze patterns.
- I can use four operations with whole numbers to solve problems.

#### **Power Standard**

The student will be able to describe number and operations in base ten.

#### **Learning Targets**

- I can generalize place value understanding for multi-digit whole numbers.
- I can use place value understanding and properties of operations to perform multi-digit arithmetic.

#### **Power Standard**

The student will be able to synthesize numbers and operations in fractions.

#### **Learning Targets**

- I can build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- I can extend understanding of fraction equivalence and ordering.
- I can understand decimal notation for fractions and compare decimal fractions.

#### **Power Standard**

The student will be able to evaluate measurement and data.

#### **Learning Targets**

- I can represent and interpret data.
- I can solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- I can understand concepts of angles and measure angles.

#### **Power Standard**

The student will be able to summarize geometry.

#### **Learning Targets**

- I can draw and identify lines and angles, and classify shapes by properties of their lines and angles.

### Science

#### **Power Standard**

The student will be able to interpret energy.

#### **Learning Targets**

- I can apply scientific ideas to design, test and refine a device that converts energy from one form to another.
- I can describe how energy and fuels are derived and how their uses affect the environment.
- I can draw conclusions about the changes in energy that occur when objects collide.
- I can explain the relationship between the speeds of an object to the energy of that object.
- I can provide evidence that energy can be transferred from place to place by sound, light, heat

## Science Cont:

and electric currents

### Power Standard

The student will be able to analyze patterns in waves and information.

### Learning Targets

- I can describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- I can generate and compare multiple solutions using patterns to transfer information.

### Power Standard

The student will be able to explain the cause and effect of structure, function, and information processing

### Learning Targets

- I can 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.
- I can describe how light reflecting from objects and entering the eye allows objects to be seen.
- I can prove that plants and animals have internal and external structure that function to support survival, growth, behavior, and reproduction.

### Power Standard

The student will be able to synthesize Earth's systems.

### Learning Targets

- I can analyze and interpret data from maps to describe patterns of Earth's features.
- I can identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- I can make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

## Social Studies

### Power Standard

The student will be able to evaluate the principles expressed in documents shaping constitutional democracy in the United States.

### Learning Targets

- I can describe the processes of government systems.
- I can explain the principles of constitutional democracy in the United States.
- I can explain the purposes of the United States Documents
- I can explain the role of citizens and governments in carrying out constitutional principles.

### Power Standard

The student will be able to justify the continuity and change in the history of Missouri and the United States.

### Learning Targets

- I can describe reform movements that affect the history of Missouri and the US.
- I can describe the contributions of a non-Missourian.

- I can describe the explorations, discoveries and settlements of the United States.
- I can describe ways Missourians have interacted, survived and progressed from the distant past to present times
- I can evaluate the causes and consequences of the Civil War.
- I can summarize the Westward Expansion and settlement in the US.

### Power Standard

The student will be able to analyze major elements of geographical study and their relationship to changes in society and the environment.

### Learning Targets

- I can compare relationships between regions
- I can describe relationships within places.
- I can describe the concept of a place.
- I can describe the relationships between and among places.
- I can evaluate geography to interpret, explain and predict the past and the future.
- I can explain the concept of location to make predictions and solve problems.
- I can interpret maps.

## Art

### Power Standard

The student will be able to develop works of art through the application of art materials, techniques, and processes.

### Learning Targets

- I can apply multiple techniques in drawing/painting.
- I can compose an artwork using one-point perspective.
- I can decide on the best fiber technique for my artwork.
- I can decide on the best hand building technique for my artwork.
- I can investigate various block printing techniques.
- I can use a monochromatic color scheme.
- I can use geometric and organic forms.

### Power Standard

The student will be able to explore visual arts to communicate a variety of creative ideas, feelings, and experiences.

### Learning Targets

- I can decide on the best solution for my artwork.

## Music

### Power Standard

The student will be able to demonstrate music literacy.

### Learning Targets

- I can perform and play rhythms including quarter notes, eighth note pairs, quarter rests, half notes, and syncopated rhythms.
- I can read and notate absolute pitch names.

## Music Cont:

### Power Standard

The student will be able to sing tunefully and with expression.

### Learning Targets

- I can sing a diatonic scale and use appropriate hand signs.
- I can interpret my teacher's conducting cues to create expressive music.

## Physical Education

### Power Standard

The student will be able to demonstrate a variety of manipulative skills and movement patterns for lifetime wellness.

### Learning Targets

- I rank in the healthy zone on the Fitness Gram.  
(15m = 19 girls, 30 boys)
- I can move to an open space and catch.
- I can throw to a moving target.
- I can dribble a basketball continuously while changing directions and switching hands.
- I can pass a basketball to a moving target.
- I can demonstrate bilateral skills.
- I can volley to a partner with a racket.
- I can dribble a soccer ball continuously while changing directions.
- I can pass a soccer ball to a moving target.