Berkeley Unified School District
GUIDE FOR FAMILIES
GRADE 4 REPORT CARD

The Berkeley Unified School District has made some changes to student Report Cards this school year. The purpose of this Guide is to give families a detailed explanation of the Report Card and of the District expectations. We hope that this Guide helps strengthen home-school communication.

Language Arts, Mathematics and Other Subjects

Language Arts is assessed in four areas:
- Reading
- Writing
- Writing and Oral English Conventions
- Listening and Speaking (applies to English Learners only)

Mathematics is assessed in five areas:
- Number Sense
- Algebra and Functions
- Measurement and Geometry
- Statistics, Data Analysis, and Probability
- Mathematical Reasoning

These are the marks given to grade 4 students in all subjects on the report card:

Mark	What it Stands For	Description of Student's Skills and Abilities
4	Advanced	**Exceeds the grade level standard** To receive a grade of 4, a student must be consistently achieving above the expectation for that standard in that trimester.
3	Proficient	**Regularly meets the standards** To receive a grade of 3, a student must be consistently performing at grade level standards. The expectations outlined in the following math section describe what a proficient student would be able to do in order to meet each standard over the course of the school year. This is the minimum target level for all students.
2	Approaching	**Inconsistently meets the standards** To receive a grade of 2, a student is inconsistently meeting grade level standards, and may be performing up to one year below grade level on district assessments.
1	Below	**Does not meet the grade level standards** To receive a grade of 1, a student is not meeting grade level standards, and may be performing more than a year below grade level expectations on district assessments.

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District Assessments

Language Arts
The district uses reading, writing and spelling assessments to assess student growth in literacy. In assessing reading, teachers identify the level at which students are reading as well as their particular strengths and weaknesses as a reader. In assessing student writing, teachers look at mechanics (grammar, punctuation, sentences, etc.) and content (what the student is trying to communicate in writing). In assessing spelling, teachers look at the accuracy of student spelling to assess progress. For each test, your student's score is reported along with the target for the grade level. Refer to the Grade Level Expectations chart on the report card for all district expectations at the elementary level.

Mathematics
The District Math Assessment is given three times a year to assist teachers in tracking student progress toward learning the math for their grade level. The District Assessment also gives students practice with a format similar to the California Standards Test (CST) that students take in the spring. Your student's score and percentage correct appear on the Report Card.

Teachers assess student progress in math according to the district's expectations for each trimester, which are outlined in the attached Key Mathematics Standards table. If a box is shaded (■) on the report card, then mastery of that particular standard is not expected during that trimester.

Two Way Immersion and Bilingual Programs
For students enrolled in either of these programs, the marks in the Language Arts section as well as district assessments reflect the student's performance in English with the exception of writing in Spanish in the winter trimester.

English Proficiency
This section of the Report Card is only used for students who speak a language other than English at home. The teacher is providing information on your child's progress toward English Proficiency to become fully fluent.

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KEY MATHEMATICS STANDARDS IN GRADE 4
Student receives a 3 for "Proficient" if:

NUMBER SENSE:

Performs basic grade level computations

Fall:	Winter:	Spring:
Student can compute multi-digit whole number addition and subtraction problems, one-digit by multi-digit multiplication problems, and simple division problems	In addition to fall skills, student can add and subtract with decimals, compute multi-digit by multi-digit multiplication problems, and divide multi-digit dividends by a one-digit divisor	Student continues to show competence in all computational skills taught thus far

Reads, understands, and writes whole numbers through the millions

Fall, Winter, and Spring:
Student can read and write numbers such as 2,371,645, and can identify the place value of each digit, e.g. "the 3 is worth 300,000"

Orders and compares whole numbers and decimals to two decimal places

Fall:	Winter and Spring:
Not expected this marking period	Student can order or use <, > and = to compare sets of decimals such as 3.10, 3.01, 3.9, 3.09, and 3.1

Rounds whole numbers to the nearest ten, hundred, thousand, ten thousand, or hundred thousand

Fall:	Winter and Spring:
Not expected this marking period	Given a large number, such as 642,225, student can round to any place value

Decides when a rounded solution is called for and explains why such a solution may be appropriate

Fall:	Winter and Spring:
Not expected this marking period	Student can determine when and how to use an estimated solution to a problem, e.g. "Susan has $10 and wants to buy a set of markers which cost $2.35, a notebook that costs $4.40, and an eraser that costs $1.45. Does Susan have enough to buy her supplies?"

Understands fractional notation, explains different interpretations of fractions (e.g. parts of a whole, parts of a set, division of whole numbers by whole numbers)

Fall and Winter:	Spring:
Not expected this marking period	Student understands that $\frac{3}{5}$ can be shown in the following ways: "3 divided by 5"

Uses concepts of negative numbers (e.g. on a number line, in counting, in temperature, in "owing")

Fall and Winter:	Spring:
Not expected this marking period	Student knows that if the temperature is 5º, and drops to -10º, the difference is 15º

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Identifies on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two places	
Fall and Winter: Not expected this marking period	Spring: Student can place the following on a number line: $1\frac{1}{4}$, $\frac{2}{3}$, 0.75, 1.3, etc.

Adds and subtracts multi-digit numbers	
Fall, Winter, and Spring: Student can use algorithms (set rules and procedures) to solve problems such as: 6,747 + 312,105 and 619,581 – 23,183	

Multiplies multi-digit numbers by two-digit numbers	
Fall: Not expected this marking period	Winter and Spring: Student can use algorithms to solve problems such as 27 x 98

Divides multi-digit numbers by one-digit numbers	
Fall and Winter: Not expected this marking period	Spring: Student can use algorithms to solve problems such as $157 \div 9$

Understands concept of prime numbers	
Fall, Winter, and Spring: Student understands that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves, and that such numbers are called prime numbers	

ALGEBRA AND FUNCTIONS

Uses parentheses to indicate which operation to perform first	
Given a number sentence with no parentheses such as 1+ 3 x 9 – 2 = 34, student can place parentheses correctly to make the sentence true: (1 + 3) x 9 – 2 = 34	

Can work with linear equations to find x- and y- values	
Fall and Winter: Not expected this marking period	Spring: Given values for x in an equation such as y = 3x + 5, student can generate y values

Knows how to manipulate equations	
Fall, Winter, Spring: Student understands statements such as the following: If S and T are numbers, and S + 100=T + 100, then, S = T Student can find the value that goes in the box to make number sentences such as the following true: (7 – 3) x 5 = 4 x ☐	

MEASUREMENT AND GEOMETRY

Uses two-dimensional coordinate grids to represent points and graph lines and simple figures	
Fall: Not expected this marking period	Winter and Spring: Student can plot points such as (1,7), (6,6), (9,4)

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Draws the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation y = 3x and connect them)	
Fall and Winter: Not expected this marking period	Spring: Student can substitute values for x in an equation such as y = 3x + 5, generate y values and coordinate pairs, and graph the resulting line
Fall: Not expected this marking period	Winter and Spring: Student can answer questions such as: What is the length of the line segment joining the points (6, 4) and (1, 4)? What is the length of the line segment joining (121, 3), and (121, 17)?

STATISTICS
Organizes, represents, and interprets numerical and categorical data and communicates findings
Fall, Winter, and Spring: Student can interpret data tables, bar graphs, etc., identify mode(s) and median in a set of data, and make statements that communicate information from the data

MATHEMATICAL REASONING
Makes decisions about how to approach problems and uses strategies, skills, and concepts in finding solutions
Fall, Winter, Spring: Student can set up and solve problems using multiple strategies, and explain the thinking that led to a particular solution