

Parent Brochure

Standards-Based Report Card

Canton Public Schools

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What is a Standards-Based Report Card?

District standards are specific learning goals for skills and concepts that are organized within subject areas. Canton's educators have mapped out a standards-based curriculum that aligns with the Massachusetts Curriculum Framework. The state continually evaluates and revises the standards; our report card will reflect these changes as they occur.

Some key ideas of a Standards-Based Report Card include:

- The standards are **end-of-year** expectations, or learning targets. These include 21st Century Social/Behavioral Skills and academic Content Standards.
- All students in a particular grade level are evaluated on their progress toward meeting the same learning targets (the standards). Parents can see where their child is on the journey toward mastery of **end-of-year** expectations.
- It is understood that most students are Approaching (A) the end of year standard as they are learning a new skill or concept. This is appropriate and expected. **Students have the entire school year to progress toward mastery of a standard.** (See the Content Proficiency Level Key on page 3)
- It is different from traditional assessment and reporting, which gives a single letter grade (typically representing an average of test scores) for broad subject categories.

21st Century Social/Behavioral Skills Proficiency Key

4	Student consistently demonstrates this skill.
3	Student often demonstrates this skill.
2	Student sometimes demonstrates this skill.
1	Student requires on-going intervention to develop this skill.

What are 21st Century Social/Behavioral Skills?

21st Century Skills are the set of knowledge, skills, work habits, and character traits that are recognized as necessary for success in today's world. These skills prepare your child to work effectively in each content area, both independently and in groups. Students practice these skills in combination with academic content. As students practice these skills, they form thinking habits. Opportunities to develop these skills are present in all curriculum areas, for all students, PreK-12.

Everyone is on a life-long journey to develop their thinking through the application of social and behavioral skills. Students have varying degrees of proficiency in applying these foundational skills for their age, but everyone is somewhere on the continuum. In schools, teachers create the conditions in which these skills develop. Each year, as your child moves to a new grade level/class, their teacher determines where they are functioning on the continuum of skills. Teachers continually assess these skills as they are a necessary component of learning, and are intertwined with a student's capacity for acquiring academic content knowledge.

It is important to note that students may begin the year at a low rating for a particular skill. This may be developmentally appropriate. You will also notice that as your child advances through the grade levels, teachers' conversations about your child's work habits and thinking skills should change. This is an area of continuous growth.



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Content Standards Proficiency Level Key

E - Exceeding	In addition to meeting the end of year standard, the student is able to self-initiate in-depth inferences and applications that extend beyond what was taught.
M - Meeting	The student meets the end of year standard consistently and independently.
A - Approaching	The student is approaching the end of year standard.
S - Supported	The student relies on support to make progress towards meeting the end of year standard.
N - Not Taught/Assessed	This standard was not taught or not assessed.

Mathematics

In fourth grade, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

The Standards for Mathematical Practice describe the ways students “do” math, as they grow in mathematical maturity. Engaging in the practices supports students’ understanding of mathematical concepts.

Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Reading/English Language Arts

Literature and Informational Text

Fourth grade students analyze a variety of components of literature and informational texts. Using literature, students refer to details to draw inferences, identify/compare/contrast themes, summarize, describe in depth a character/setting or event, interpret figurative language, contrast prose/poetry/drama, understand various points of view, and make connections between written and visual presentations. Using informational text, fourth graders also identify the main idea, understand academic vocabulary, identify text structure, interpret text features, and synthesize information from multiple sources.

Foundational Skills

Foundational reading skills include phonics/word knowledge, and fluency. In grade four, students read unknown multisyllabic words. Students read with accuracy and fluency to support comprehension.

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Writing

By the end of fourth grade, students will write narrative, opinion and informative pieces. Fourth grade students will expand upon their knowledge and application of grammar, spelling, and mechanics.

- Narrative: Students introduce speaker and characters, utilize an appropriate sequence with transition words, use dialogue and description to develop plot, include figurative language/sensory details, provide a sense of closure, and create distinctly different forms of narrative writing.
- Opinion: Students introduce a topic, state an opinion, create an organizational structure grouped into paragraphs, provide reasons supported by facts and details, link opinions and reasons, and provide a concluding section.
- Informative/Explanatory: Based on research and inquiry, students will clearly introduce a topic, group related information, include text features, develop the topic, link ideas, use domain specific vocabulary, and provide a concluding section.

Speaking and Listening

Students participate in collaborative conversations about grade level topics and texts with peers and adults. These conversations require students to come to a discussion prepared, follow agreed upon rules for discussion, pose and respond to specific questions and review key ideas expressed. Fourth graders also paraphrase portions of written/read-aloud texts, and identify speakers' reasons and evidence to support a claim. As students present knowledge and ideas, they use relevant facts, speak clearly, use appropriate vocabulary, include audio recording/visual displays, and apply formal and informal language as appropriate.

Language

Fourth graders demonstrate appropriate grade level English grammar when writing and speaking, clarify the meaning of unknown and multiple-meaning words, demonstrate understanding of figurative language, and acquire domain specific vocabulary.

Science

In grade four, students observe and interpret patterns related to the transfer of matter and energy on Earth and in physical interactions. Students learn about energy—its motion, transfer, and conversion—in different physical contexts. Grade four students interpret patterns of change over time as related to the deposition and erosion in landscape formation. They study today's landscapes to provide evidence for past processes. Students work through the engineering design process, focusing on developing solutions by building, testing, and redesigning prototypes to fit a specific purpose. Each domain relates to the use of matter and energy over time and for specific purposes.

Social Studies

In grade four, students will learn how the natural resources, geography, climate, economy, and people of a particular region of North America influence its culture. Students will understand how immigration contributes to diversity throughout regions of North America. Understanding regional variations will develop student tolerance and awareness of ideas and customs different from their own.

Music Education

Fourth grade musicians will explore patriotic and folk music. Students will gain a deeper understanding of and appreciation for the value, meaning, and purpose of music through listening, singing, movement activities, composition, playing instruments, improvising, and a survey of children's literature. Students will explore how music connects to other disciplines and the relationship between music and culture.

Visual Art Education

Fourth grade artists develop and refine creative thinking skills, art-making techniques, and approaches that they have been introduced to in earlier grades. Students are able to use their understanding of the Elements and Principles of Design to convey their ideas in a variety of artistic mediums. They reflect on cultural and interdisciplinary connections when creating and responding to art to deepen their understanding. Students analyze components in visual imagery and work to convey personal expression.

Technology Education

Upper elementary students learn to differentiate tasks that are best done by computing systems or digital tools and those best done by humans. Students explore a variety of computing devices and digital tools and further develop their computational thinking problem solving skills. As students progress through grades 3–5, they are able to describe and document their computational work in writing, using presentation tools, and through demonstrations of their work.

Physical Education

In fourth grade Physical Education, students participate in more complex skill based games. Students continue to refine basic team concepts and skills. Cooperation, teamwork, and leadership skills are incorporated. Students begin to track and monitor their individual fitness levels.

Health Education

In fourth grade Health Education students will be introduced to puberty and the physical, emotional and social changes that occur in the human body. Students will begin to analyze how the media and peers influence their behaviors and personal decision making. They will be introduced to the skill of self assertion.